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REPORT RESUMES

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AN EXPLORATORY STUDY OF FACTORS INFLUENCING THE CHOICE OF COLLEGE TEACHING AS A CAREER.

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INFORMATION REGARDING A SELECTED GROUP OF COLLEGE STUDENTS WAS GATHERED TO HELP DETERMINE THE DECISIONS WHICH INFLUENCED THEIR CAREER CHOICE. A QUESTIONNAIRE WAS COMPLETED BY ABOUT 700 PERSONS, PROVIDING INFORMATION ABOUT FAMILY BACKGROUND, PREVIOUS EXPERIENCE, PRESENT POSITION, AND REASONS FOR ENTERING COLLEGE TEACHING. ABOUT 10 PERCENT OF THESE TEACHERS, SELECTED AT RANDOM, WERE ALSO INTERVIEWED TO PROVIDE A GREATER DEPTH OF INFORMATION. BOTH MEANS OF INQUIRY WERE DESIGNED SO THAT THE VARIOUS ANSWERS COULD BE USED TO DEVELOP SOME METHOD FOR IDENTIFYING PERSONALITY AND BACKGROUND FACTORS WHICH INFLUENCE QUALIFIED PERSONS TO ENTER COLLEGE TEACHING AND TO PROVIDE A COMPREHENSIVE PICTURE THAT WOULD BE USEFUL IN PLANNING A NATIONWIDE STUDY OF MOTIVATIONS FOR COLLEGE TEACHING. ALTHOUGH LIMITED TO THE TEACHERS IN ONE STATE, THIS PROGRAM AIMED AT REFINING TECHNIQUES AND DISCOVERING RELATIONSHIPS THAT COULD BE SYSTEMATICALLY EXPLORED IN LATER EFFORTS. MAJOR FINDINGS WERE RELATIVELY SIGNIFICANT. HOWEVER, FURTHER STUDY WAS RECOMMENDED TO COVER A WIDER AREA INCLUDING SUCH SUBJECTS AS WHY INDIVIDUALS MAY OR MAY NOT SELECT THE COLLEGE TEACHING FIELD AND HOW TO IMPROVE THE TEACHING ENVIRONMENT AND EDUCATIONAL SATISFACTIONS OF THE PERSONS WHO DO MAKE COLLEGE TEACHING THEIR CHOICE. (JH)

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AN EXPLORATORY STUDY OF FACTORS INFLUENCING THE CHOICE OF COLLEGE TEACHING AS A CAREER

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Conducted Under a Grant from the

Cooperative Research Program,
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Since all but four of the above mentioned individuals are graduate students working on advanced degrees, this project illustrates how the Cooperative Research Program can substantially encourage local investigations and at the same time promote the research training of promising young people.

January 1958

John E. Stecklein

Ruth E. Eckert

COOPERATING COLLEGES AND UNIVERSITIES

Faculty members in the following Minnesota institutions of higher education participated in this study:

Private Liberal Arts Colleges

Augsburg
Bethel
Carleton
Concordia
Gustavus Adolphus
Hamline
Macalester
St. Benedict
St. Catherine
St. John's
St. Mary's
St. Olaf
St. Scholastic
St. Teresa
St. Thomas

State Colleges

Bemidji
Mankato
Moorhead
St. Cloud
Winona

Junior Colleges

Public

Austin
Brainerd
Ely
Eveleth
Hibbing
Itasca
Rochester
Virginia
Worthington

Private

Bethany-Lutheran
Concordia

University of Minnesota (Minneapolis, St. Paul and Duluth campuses)

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Chapter I

BACKGROUND OF THE STUDY

Mounting college enrollments are already causing a sharply increased demand for college teachers. Recruiting and training the large numbers of qualified teachers needed to serve the five to six million college students predicted for 1970 is undoubtedly the greatest problem facing higher institutions in the next decade. If American colleges and universities are to meet this challenge, far more attention must be given to building a staff of the size and quality required for these oncoming tasks.

At the present time very little is known about the kinds of persons who are attracted to college teaching. Answers are needed to a number of questions. Why do people choose college teaching as a career? What kinds of schools and colleges send the largest number of candidates into this career? From what kinds of family and social backgrounds do college faculty members come? When should active recruitment begin? What are the primary satisfactions associated with college teaching? What conditions tend to discourage persons from entering the field or remaining in teaching? The present study was designed to obtain information on these points.

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A. Plan of Study

Information regarding a selected group of college teachers was gathered by questionnaires and interviews. A ~~four~~ 4-page printed questionnaire elicited facts or opinions about factors influencing the respondent's choice of career, preparation for career, present position, appraisal of college teaching as a career, suggestions for recruiting and retaining capable faculty members, and various types of personal background information. Interviews with a randomly selected group of respondents were used to validate some of the questionnaire responses and to provide a greater depth of information on certain points. Semi-structured, and usually lasting from 45 minutes to an hour, the interviews were conducted by two trained interviewers who visited the various campuses and held the interviews in or near the offices of the subjects.

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Typical of the kinds of hypotheses tested in this study are the following:

1. College teachers are an upwardly mobile group, drawn predominantly from lower-middle and middle class homes.

2. College teachers typically choose this career rather late (several years beyond the time when students are recruited to other comparable professions). Hence college teaching usually represents a second or third career choice.

3. College teachers have seldom been actively recruited to this field; they come because of a growing interest in scholarly activity or because other career doors closed.

4. College teachers are likely to return to the same general type of institution in which they took their undergraduate training.

5. College teachers, by and large, would again choose the same field.

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Two advisory committees assisted in developing the questionnaires, in determining the sample, and in enlisting faculty cooperation. The first was an all-state committee, consisting of representatives of each type of institution in the study, and the second a University committee, made up of representatives from the various colleges and divisions of the University of Minnesota.

B. The Sample

Subjects in this study were full-time faculty members in Minnesota's 32 private and public institutions of higher education who were doing some teaching during the fall term, 1956. A 25 per cent stratified random sample was taken of each rank in each four-year institution, to assure proportionate representation by ranks. All full-time junior college teachers were included because the total faculty in Minnesota's junior colleges is quite small. However, of the 775 persons in the selected sample, 23 were later excluded because they did not fully meet the requirements stated above. Questionnaires were thus sent to 752 faculty members who comprised the working sample.

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To encourage maximum cooperation from the faculty in the various institutions, preliminary letters were sent to the college presidents and deans, with copies of the questionnaire, explaining the purpose of the study and requesting their help in getting faculty cooperation. Questionnaire respondents were not asked to sign their names, although information about them such as academic rank, type of college, and teaching field was coded for classification purposes. Three follow-ups were made.

The 509 men and 197 women who completed and returned the questionnaire form represented 94 per cent of the sample. Statistical tests showed that

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they were representative of the total sample with respect to rank, sex, subject field, and type of college. Of the 706 who replied, 576 were teaching in four-year colleges and 130 in the junior colleges, distributed by rank and type of institution as follows:

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Rank	Junior Colleges N	Junior Colleges %	Private Liberal Arts Colleges N	Private Liberal Arts Colleges %	State Colleges N	State Colleges %	University of Minnesota N	University of Minnesota %	Total for 4-Year Institutions N	Total for 4-Year Institutions %
Professor	0	0.0	64	27.8	20	20.8	82	32.8	166	28.8
Associate Professor	6	4.6	43	18.7	28	29.2	56	22.4	127	22.0
Assistant Professor	5	3.9	74	32.2	23	24.0	64	25.6	161	28.0
Instructor	119	91.5	49	21.3	25	26.0	48	19.2	122	21.2
Total	130	100.0	230	100.0	96	100.0	250	100.0	576	100.0

Because all ranks were represented in this analysis, the information gathered includes the views of young instructors as well as those of experienced professors. As might be expected, there is a notable difference in the rank distribution for the four-year and junior college groups. College teachers in public institutions constituted 64 per cent of the sample, which is approximately the proportion of students enrolled in these institutions.

The distribution of faculty members among the various subject fields is shown below:

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Subject Field	Four-Year Institutions N	Four-Year Institutions %	Junior Colleges N	Junior Colleges %
Humanities	132	22.9	31	23.8
Social Sciences	74	12.9	21	16.2
Biological and Medical Sciences	45	7.8	12	9.2
Physical Sciences, Mathematics, and Engineering	92	16.0	30	23.1
Education	97	16.9	6	4.6
Religion and Philosophy	22	3.8	3	2.3
Business, Economics, and Law	21	3.6	--	--
Agriculture	36	6.2	--	--
Miscellaneous	57	9.9	27	20.8
Total	576	100.0	130	100.0

For both the four-year institutions and the junior colleges the largest proportions of respondents were teachers in the humanities. However a sizeable number were also teaching in the physical sciences, mathematics, and engineering areas in each group.

C. Analysis and Presentation of Data

Data from the questionnaires were coded and punched on the IBM cards which were used for all tabulations involved. Statistical analyses included the computation of measures of central tendency to determine averages, tests for statistical significance of percentage differences, and the application of chi-square techniques to test apparent relationships between variables. Unless a relationship met or exceeded the one per cent (.01) level of significance, it was considered non-significant.

Although complete figures are reported in the Appendix for both the "four-year"[1] institutions and the junior colleges, the main emphasis in the coming discussion will be placed on the responses of faculty members teaching in baccalaureate and advanced programs. Therefore the figures used in the descriptions and in the analyses refer to the four-year colleges and the University of Minnesota unless otherwise specified. Where the junior college figures deviate significantly from these, this fact will be noted in the text.

The coming discussion is necessarily limited to information obtained by questionnaire. Although interview data clearly validated questionnaire responses, much additional information will be gained from subsequent analyses of the interview transcriptions for particular groups of college teachers. Findings from these later studies will be reported in appropriate periodicals.

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[1] **The term "four-year" will be used throughout the report to refer to institutions that offer work at least through the bachelor's degree, though several of the private liberal arts colleges and most divisions of the University also provide professional or graduate work beyond this level.**

Chapter II

A DESCRIPTION OF MINNESOTA COLLEGE TEACHERS

The purpose of the present chapter is to provide an overview of the findings regarding Minnesota college teachers, preliminary to the studies reported in Chapter III of special groups of teachers. Some attention will also be given in this chapter to differences among faculty members in various types of higher educational institutions.

A. Personal Information

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Some "census" facts about these faculty members provide useful background for an examination of their reasons for entering and persisting in college teaching, and for a review of their current attitudes toward this profession.

Sex, Age, and Marital Status

Approximately three-fourths (73 per cent) of the respondents in four-year institutions were men, the proportion varying from 63 per cent in the private colleges to 83 per cent in the University of Minnesota. Men constituted 70 per cent of the sample obtained for the junior colleges.

The median age for the faculty serving in four-year institutions was 43 years, the same as the figure reported in the recent NEA national study of college teachers. For the junior college group the median age was somewhat higher (45 years). About a fourth of the four-year sample was under 35 years of age and 44 per cent were between 35 and 49 years old. Teachers in the 50 to 64 year range constituted 27 per cent of the sample, and four per cent were at least 65 years of age (see Figure 1).

Approximately a third (30 per cent) of the four-year college sample had been born in Minnesota (also Figure 1). An additional 41 per cent were natives of other states in the north central area. Ten per cent had come from other countries. The proportion of native Minnesotans was significantly higher (45 per cent) for the junior college group.

The majority (60 per cent) of those responding to this questionnaire were currently married and another 13 per cent reported that they were widowed, divorced, or separated. Three-fourths (75 per cent) of the married persons had at least one child, with the number of children ranging as high as eight. The average faculty family included two children.

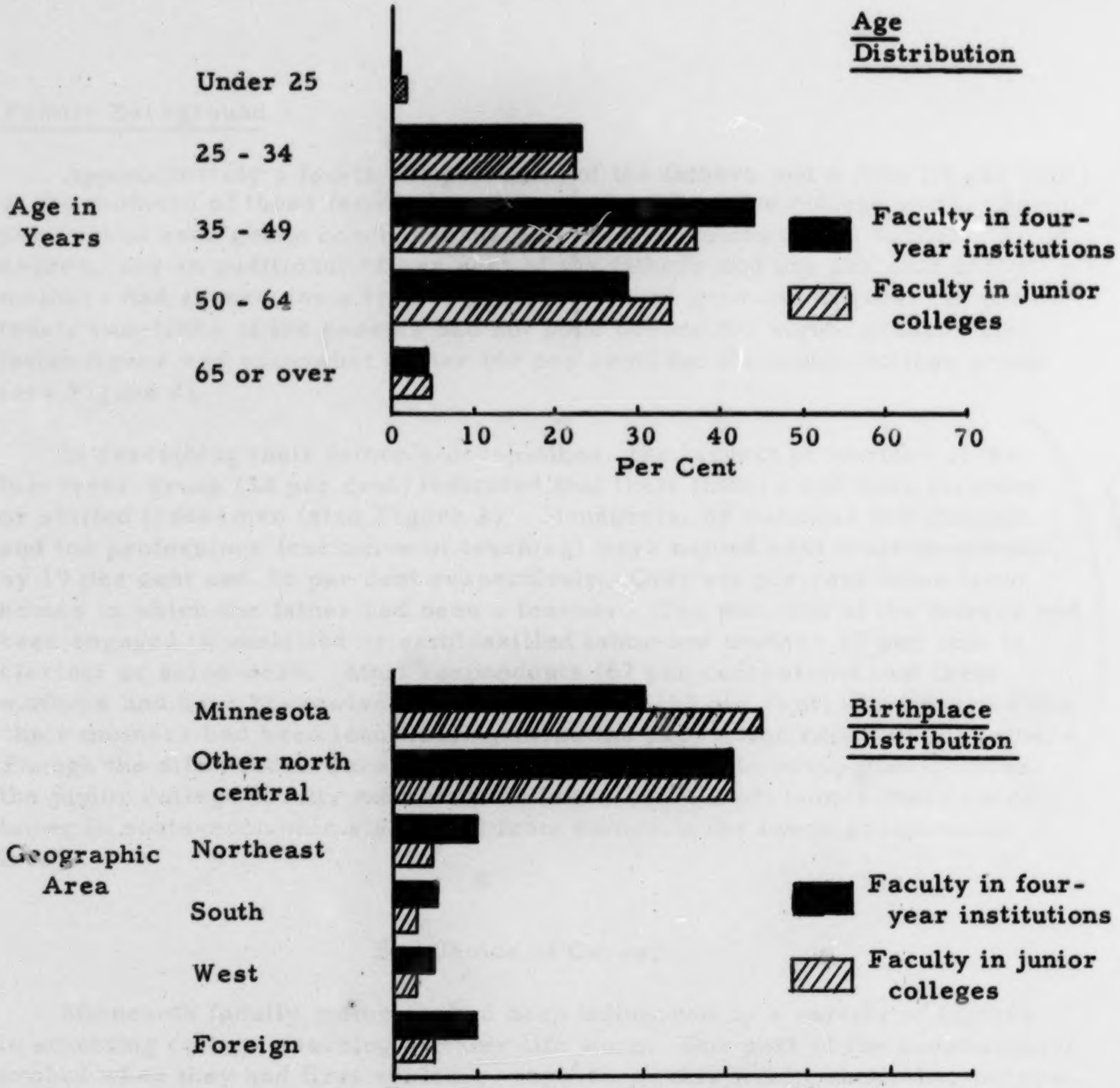

Figure 1: AGE AND BIRTHPLACE DISTRIBUTIONS OF COLLEGE TEACHERS IN MINNESOTA'S FOUR-YEAR INSTITUTIONS AND JUNIOR COLLEGES

Family Background

Approximately a fourth (27 per cent) of the fathers and a fifth (19 per cent) of the mothers of these faculty members had taken some college work. Seven per cent of each group concluded their formal education with a bachelor's degree, and an additional 12 per cent of the fathers and one per cent of the mothers had earned some type of professional or graduate degree. In contrast, two-fifths of the parents had not gone beyond the eighth grade. This latter figure was somewhat higher (49 per cent) for the junior college group (see Figure 2).

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In describing their father's occupations, the largest proportion of the four-year group (32 per cent) indicated that their fathers had been farmers or skilled tradesmen (also Figure 2). Managerial or business occupations and the professions (exclusive of teaching) were named next most frequently, by 19 per cent and 16 per cent respectively. Only six per cent came from homes in which the father had been a teacher. Ten per cent of the fathers had been engaged in unskilled or semi-skilled labor and another 10 per cent in clerical or sales work. Most respondents (67 per cent) stated that their mothers had been housewives. The proportion (13 per cent) who reported that their mothers had been teachers, is twice the proportion reported for fathers. Though the differences were not significant for specific occupational fields, the junior college faculty members tended to come from homes that ranked lower in socio-economic status and from homes in the lower occupational levels.

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B. Choice of Career

Minnesota faculty members had been influenced by a variety of factors in selecting college teaching as their life work. One part of the questionnaire probed when they had first seriously considered this field, what other occupational goals they had had in mind, what factors had shaped their choices, and their perceptions as undergraduates of career possibilities in this field.

Time of Decision to Enter College Teaching

Members of the group studied decided to enter the college teaching field relatively late in their educational careers. Although nine per cent of the faculty members indicated that they had seriously considered college teaching as a career sometime before entering college, less than three per cent specified college teaching as a definite career goal at college entrance. Less than a third (29 per cent) had begun to seriously consider a college teaching career during their undergraduate college days. Half of the total group did not decide to enter college teaching until after they had graduated from college, more than a fourth (26 per cent) deciding sometime during or after the completion of their graduate study.

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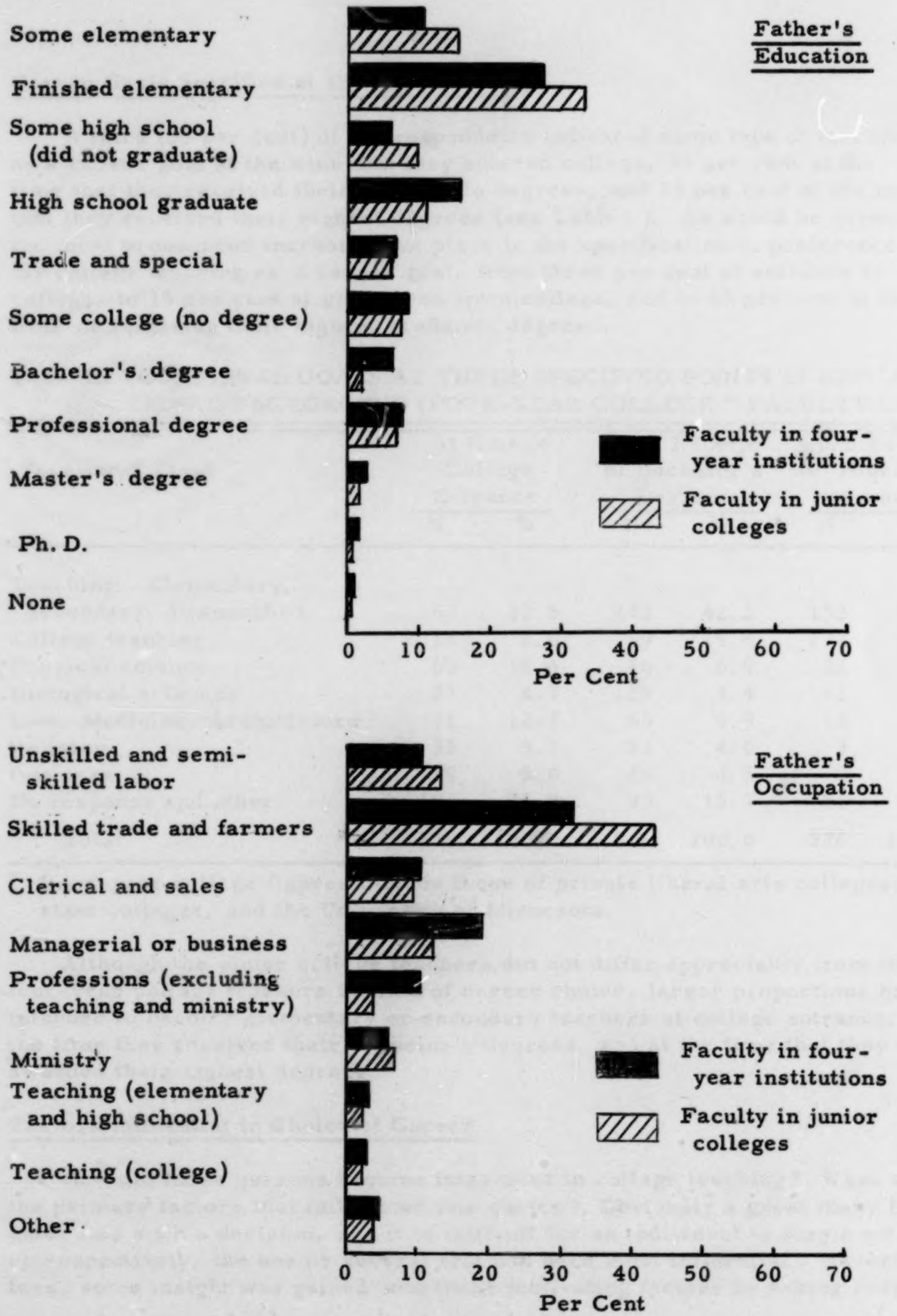

Figure 2: EDUCATION AND OCCUPATION OF FATHERS OF COLLEGE TEACHERS IN MINNESOTA'S FOUR-YEAR INSTITUTIONS AND JUNIOR COLLEGES.

Career Goals Specified at Different Levels

A third (35 per cent) of the respondents indicated some type of teaching as a career goal at the time that they entered college, 58 per cent at the time that they received their bachelor's degrees, and 75 per cent at the time that they received their highest degrees (see Table I.). As would be expected, the most pronounced increase took place in the specification of preference for college teaching as a career goal, from three per cent at entrance to college, to 15 per cent at graduation from college, and to 48 per cent at the time of receiving their highest academic degrees.

Table I: VOCATIONAL GOALS AT THREE SPECIFIED POINTS IN EDUCATIONAL BACKGROUND (FOUR-YEAR COLLEGE [a] FACULTY ONLY)

Vocational Field	At time of College Entrance		Upon Receipt of Bachelor's Degree		Upon Receipt of Highest Degree	
	N	%	N	%	N	%
Teaching: Elementary, Secondary, Unspecified	187	32.5	243	42.2	153	26.6
College teaching	15	2.6	89	15.4	279	48.4
Physical sciences	60	10.4	40	6.9	22	3.8
Biological sciences	27	4.7	25	4.4	12	2.1
Law, Medicine, Architecture	71	12.3	40	6.9	18	3.1
Religion	33	5.7	23	4.0	3	0.5
Business	29	5.0	26	4.5	8	1.4
No response and other	154	26.8	90	15.7	81	14.1
Total	576	100.0	576	100.0	576	100.0

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

Although the junior college teachers did not differ appreciably from the four-year college teachers in time of career choice, larger proportions had intended to become elementary or secondary teachers at college entrance, at the time they received their bachelor's degrees, and at the time that they were awarded their highest degrees.

Factors Influential in Choice of Career

How did these persons become interested in college teaching? What were the primary factors that influenced this choice? Obviously a great many factors enter into such a decision, and it is difficult for an individual to single out, retrospectively, the one or several that had been most influential. Nevertheless, some insight was gained into these motivating factors by asking respondents to check from a list of ten external (situational) factors and ten internal (personal interest) factors those which they felt had influenced their choice of career, and to add any significant factor omitted from these listings. The proportions of staff in four-year and junior colleges checking each of these factors is listed in Table II.

The endorsement given several of the external or situational factors suggested on the blank indicated that circumstance and special opportunities played a major role in college teacher recruitment. For example, nearly two out of every five respondents indicated that they had entered college teaching because a college teaching job had been offered to them, although they had not sought one. Similarly, nearly one-fourth of the faculty in Minnesota colleges stated that a college administrator or counsellor had suggested that the individual enter the college teaching field, and about the same proportion said that some college teacher had played a role in recruiting them into college teaching.[2] The fact that a large proportion of the total group had not had such encouragement certainly indicates the need for more deliberate action of this type.

Internal or personal interest factors elicited a higher proportion of responses than did the external or situational factors, suggesting that personal interests or motivations tended to play a larger role in determining entrance to this career. Factors checked by 40 to 45 per cent of the respondents were: "desired to work with college age students"; "liked working conditions"; "became so interested in subject I wanted to continue its study"; and "thought it would offer more intellectual challenge". Nearly half (46 per cent) indicated some type of personal interest or motivation as the single most important factor in influencing their decision, as compared with a fourth (26 per cent) who specified a situational factor (Table III). More than a fourth (27 per cent) failed to designate any single factor as being most crucial.

The factors checked most frequently by junior college teachers were, in general, the same as those identified by the faculty in the four-year institutions. However, a significantly larger proportion of the junior college people (72 per cent) checked "desired to work with college age students" than was true for the four-year college staff members. A higher proportion (48 per cent) also checked "a college teaching job was offered although I hadn't sought one". In contrast, nearly twice as large a proportion of the four-year college teachers indicated that the offer of a graduate fellowship had influenced their choice of a college teaching career, (25 per cent of the four-year teachers and 14 per cent of the junior college faculty); more than twice as many also specified research as one of the factors which had spurred them into college teaching, (28 per cent of the four-year college faculty,

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[2] These proportions are not additive because some individuals checked more than one response.

Table II: FACTORS INFLUENCING CHOICE OF A COLLEGE TEACHING CAREER (FOUR-YEAR COLLEGE[a] AND JUNIOR COLLEGE FACULTIES)

Factors	Faculty in Four-Year Institutions		Faculty in Junior Colleges	
	N	%	N	%
External				
High school staff member suggested it	20	3.5	6	4.6
College teacher recommended it	156	27.1	30	23.1
College administrator or counselor encouraged me	140	24.3	27	20.8
Parents, relatives, or friends favored it	64	11.1	18	13.8
Graduate fellowship or assistantship	144	25.0	18	13.8
College teaching job offered although I hadn't sought one	226	39.2	63	48.5
G.I. benefits aid to advanced work	96	16.7	20	15.4
Armed forces training led me into field	10	1.7	3	2.3
Husband (wife) was, or planned to be a college teacher	3	0.5	1	0.8
Just "drifted" into college teaching	43	7.5	12	9.2
Other	90	15.6	15	11.5
No response	37	6.4	7	5.4
Total[b]	1029	178.6	220	169.2
Internal				
So interested in subject I wanted to continue its study	245	42.5	44	33.8
Desired to work with college age students	263	45.7	94	72.3
Wanted a job with security and prestige	81	14.1	23	17.7
Felt I could contribute more to field by college teaching	189	32.8	40	30.8
Wanted to pursue research activities in my field	161	28.0	16	12.3
Make greatest contribution to society in this area	193	33.5	43	33.1
Liked working conditions	246	42.7	58	44.6
Wanted to be a part of the college academic and social life	138	24.0	24	18.5
Desired to emulate a certain college professor	47	8.2	10	7.7
More of an intellectual challenge	238	41.3	59	45.4
Other	59	10.2	11	8.5
No response	20	3.5	2	1.5
Total[b]	1880	326.5	424	326.2

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

[b] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

Table III: CHIEF FACTOR INFLUENCING CHOICE OF A COLLEGE TEACHING CAREER (FOUR-YEAR COLLEGE[a] AND JUNIOR COLLEGE FACULTIES)

Chief Factors	Faculty in Four-Year Institutions		Faculty in Junior Colleges	
	N	%	N	%
External				
High school staff member suggested it	2	0.1	0	0.0
College teacher recommended it	6	1.1	1	0.8
College administrator or counselor encouraged me	25	4.4	4	3.1
Parents, relatives, or friends favored it	6	1.1	1	0.8
Graduate fellowship or assistantship	13	2.3	2	1.5
College teaching job offered although I hadn't sought one	61	10.6	18	13.8
G.I. benefits aid to advanced work	7	1.2	1	0.8
Armed forces training led me into field	0	0.0	1	0.8
Husband (wife) was, or planned to be a college teacher	0	0.0	0	0.0
Just "drifted" into college teaching	8	1.4	2	1.5
Other	24	4.2	2	1.5
Subtotal	152	26.4	32	24.6
Internal				
So interested in subject that I wanted to continue its study	48	8.3	7	5.4
Desired to work with college age students	37	6.4	21	16.2
Wanted a job with security and prestige	6	1.1	2	1.5
Felt I could contribute more to field by college teaching	19	3.3	4	3.1
Wanted to pursue research activities in my field	26	4.5	0	0.0
Make greatest contribution to society in this area	40	6.9	6	4.6
Liked working conditions	18	3.2	4	3.1
Wanted to be a part of the college academic and social life	8	1.4	2	1.5
Desired to emulate a certain college professor	3	0.5	0	0.0
More of an intellectual challenge	41	7.1	11	8.4
Other	21	3.6	4	3.1
Subtotal	267	46.3	61	46.9
No response	157	27.3	37	28.5
Total	576	100.0	130	100.0

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

compared with 12 per cent of the junior college faculty). But this research interest was predominantly centered at the University of Minnesota (45 per cent compared with 15 per cent for the other four-year institutions). Junior college teachers, like their colleagues in four-year institutions, specified that internal factors had exerted the greatest influence on their choice of a college teaching career.

Student Opinions of College Teaching as a Career

When asked to indicate, in terms of a five point scale, how they thought they had regarded college teaching as a career at the time that they received their baccalaureate degrees, one-third indicated that they had considered college teaching a highly attractive career, generally speaking, while 29 per cent said that they judged it a highly attractive career for themselves. Less than five per cent considered college teaching to be an unattractive career, both in general and for themselves, at the time of graduation from college. It is interesting to note that although more than three-fifths (61 per cent) considered college teaching either attractive or highly attractive as a career for themselves, only one out of seven (15 per cent) had actually listed college teaching as their specific career goal at the time they received their baccalaureate degrees.

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C. Preparation for Career

To determine possible patterns in educational backgrounds and work experiences, information was requested about undergraduate and graduate training, and previous jobs.

Academic Training

Approximately two-fifths (44 per cent) of the teachers in four-year colleges held doctorates (41 per cent Ph. D.'s), with the proportions ranging from 32 per cent in the state colleges to 55 per cent for the University of Minnesota. One-fourth of the four-year college sample had earned a professional degree and another fourth (23 per cent) had done some graduate study after receiving their master's degrees. The bachelor's degree was the only earned degree held by about one person in fourteen (7 per cent), chiefly persons working in fields such as art, music, and drama, where other types of preparation are usually required. Although only four per cent of the junior college staff members held doctorates, a considerably higher proportion (56 per cent) had graduate work beyond their master's degrees. The distribution of the holders of various types of degrees, for four-year colleges and junior colleges, is shown in Table IV.

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Some insight into the range of educational backgrounds of these Minnesota faculty members can be gained from Table V, where the dates are reported

Table IV: HIGHEST EARNED DEGREE (FOUR-YEAR COLLEGE[a] AND JUNIOR COLLEGE FACULTIES)

Degrees[b]	Faculty in Four-Year Institutions		Faculty in Junior Colleges	
	N	%	N	%
Bachelor's degree	12	2.1	6	4.6
Bachelor's degree +	29	5.0	15	11.5
Bachelor's degree and first level professional degree	27	4.7	1	0.8
Master's and/or second level professional degree	116	20.1	29	22.3
Master's degree +	133	23.1	73	56.2
Doctorate	256	44.4	5	3.8
No degree	2	0.4	1	0.8
No response	1	0.2	0	0.0
Total	576	100.0	130	100.0

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

[b] Degree classification is that used by the U.S. Office of Education.

Table V: YEARS OF RECEIPT OF BACHELOR'S, MASTER'S, AND PH.D. DEGREES (FOUR-YEAR COLLEGE[a] FACULTY ONLY)

Years	Receipt of Bachelor's Degree		Receipt of Master's Degree		Receipt of Ph.D. Degree	
	N	%	N	%	N	%
Before 1916	21	3.7	4	0.7	1	0.2
1916 - 1925	82	14.2	33	5.7	10	1.7
1926 - 1935	126	21.9	84	14.6	37	6.4
1936 - 1945	165	28.6	106	18.4	51	8.9
1946 - 1955	157	27.3	189	32.8	123	21.4
1956	0	0.0	10	1.7	14	2.4
No degree	14	2.4	142	24.7	330	57.3
No response	11	1.9	8	1.4	10	1.7
Total	576	100.0	576	100.0	576	100.0

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

for the award of the various earned degrees. First and highest degrees cover a span of more than 40 years, although the bulk of the Ph. D. 's were earned after 1926. A noticeable increase in proportions is evident in the post World War II years for all three types of degrees. Nearly a fourth (24 per cent) of the Ph. D. 's and about a third (34 per cent) of those holding master's degrees had earned these degrees within the past ten years.

Source of Degree. --Private and public institutions had contributed almost equally to the undergraduate preparation of the teachers in the four-year colleges, 46 per cent completing their baccalaureate work in private and 47 per cent in public institutions. Another three per cent had received their baccalaureate degrees in foreign schools, and no information was available for the remaining persons. The junior college faculty, in contrast, was largely a product of public higher education (61 per cent had received their baccalaureate degrees from public institutions).

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Less than half (42 per cent) of these faculty members had received their bachelor's degrees from Minnesota colleges; another third had graduated from institutions in other north central states.[3] A fifth of the group had received their bachelor's degrees from schools located in states outside the north central region, and as mentioned above, three per cent had attended foreign institutions. Significantly fewer (8 per cent) of the junior college teachers had received their first degrees from institutions outside the north central area.

The proportions of Minnesota-trained people declined sharply at the masters' and doctoral levels. Thus a fifth (21 per cent) of these Minnesota faculty members earned master's degrees and 13 per cent earned doctorates from the University of Minnesota. Another 28 per cent had earned their master's degrees and 14 per cent their doctorates from institutions in other north central states. In comparison, 60 per cent of the junior college faculty members took their master's degrees in the north central area (including Minnesota).

Major Fields of Study. --Shifts in major fields of study at the bachelor's, master's, or doctorate degree levels are reflected in the figures in Table VI. Almost every subject matter field was represented among the undergraduate majors of these teachers, although the most popular fields were the physical and biological sciences and the humanities. Education increased in popularity at the master's degree level, however, with the proportion of majors rising from 16 per cent to 25 per cent. Percentages in other major fields of study fluctuated slightly, a decrease of three per cent in the proportion majoring in the physical and biological sciences representing the next greatest change.

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[3] The north central states include North Dakota, South Dakota, Minnesota, Iowa, Kansas, Nebraska, Missouri, Wisconsin, Illinois, Indiana, Michigan and Ohio.

Table VI: MAJOR FIELDS OF STUDY AT THREE DEGREE LEVELS, (FOUR-YEAR COLLEGE FACULTY[a])

Major Fields	Bachelor's Degree Level		Master's Degree Level		Doctor's Degree Level	
	N	%[b]	N	%[b]	N	%[b]
Humanities	129	23.4	104	23.8	46	18.8
Social sciences	84	15.2	56	12.8	40	16.3
Physical and biological sciences	138	25.0	96	22.0	84	34.3
Education	89	16.1	109	25.0	39	15.9
Philosophy and religion	29	5.3	11	2.5	7	2.9
Vocational	53	9.6	43	9.8	19	7.7
Other	30	5.4	18	4.1	10	4.1
Subtotal	552	100.0	437	100.0	245	100.0
No degree or no response	24		139		331	
Total	576		576		576	

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[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

[b] Because the number of holders of the higher degrees were much smaller than the number of holders of bachelor's degrees, the percentages at each level have been based upon the number of persons who actually listed a major field instead of upon the total four-year college sample.

At the Ph. D. level, the proportion majoring in physical and biological sciences was 34 per cent, between nine and 12 per cent higher than the proportions at the bachelor's or master's degree levels, respectively. In contrast, education doctorates decrease in proportion from 25 per cent at the master's level, back to the percentage who majored in this field as undergraduates (16 per cent). Proportions majoring in the other fields at the Ph. D. level were not appreciably different from the proportions majoring in them at the master's level, except for the humanities, which showed a five per cent decrease.

Honors Received at the Baccalaureate Level. -- Almost half (49 per cent) of these college teachers had received some type of honors or special academic recognition as undergraduates. Graduation honors, such as "summa", "magna", "cum laude", or "with distinction" designations, were mentioned most frequently (27 per cent). Approximately eight per cent had been elected to Phi Beta Kappa; many other persons specified election to other honor societies or had received other rewards based on academic excellence. The figures on these points were almost identical for the junior college faculty.

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Sources of Financial Support

These college teachers had financed their education in a variety of ways, as Table VII indicates. In addition to specifying all means of support they had drawn upon during their undergraduate and graduate years, they were asked to identify their chief means of support at each level. The latter responses are summarized in Table VIII.

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Two-thirds (66 per cent) of these faculty members had apparently received some financial assistance from their parents during the undergraduate period. Approximately two-fifths (41 per cent) had held off-campus jobs, and the same proportion (40 per cent) had worked on the campus. More than a third (34 per cent) had drawn on personal savings during their baccalaureate study. When asked about the major source of support during undergraduate days, two-fifths (40 per cent) indicated parental financial assistance. On all these points there were no significant differences between junior college faculty members and those teaching in senior divisions.

Table VII: SOURCES OF FINANCIAL SUPPORT DURING UNDERGRADUATE AND GRADUATE STUDY (FOUR-YEAR COLLEGE[a] FACULTY ONLY)

Source	During Undergraduate Study		During Graduate Study	
	N	%	N	%
Parents	378	65.6	79	13.7
Personal savings	198	34.4	240	41.7
Borrowed	88	15.3	70	12.2
G.I. benefits	77	13.4	159	27.6
Spouse's earnings	20	3.5	77	13.4
Scholarship, fellowship	122	21.2	145	25.2
Assistantship	32	5.6	193	33.5
Staff position	20	3.5	172	29.7
Other campus job	180	31.3	56	9.7
Off-campus job	234	40.6	117	20.3
Other	69	12.0	73	12.7
No response	8	1.4	32	5.6
Total[b]	1426	247.8	1413	245.3

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[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

[b] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

Table VIII: CHIEF MEANS OF FINANCIAL SUPPORT DURING UNDERGRADUATE AND GRADUATE STUDY (FOUR-YEAR COLLEGE[a] FACULTY ONLY)

Chief Source	During Undergraduate Study		During Graduate Study	
	N	%	N	%
Parents	228	39.6	29	5.0
Personal savings	40	6.9	77	13.4
Borrowed	12	2.1	15	2.6
G.I. benefits	44	7.6	66	11.5
Spouse's earnings	2	0.4	9	1.6
Scholarship, fellowship	16	2.8	43	7.5
Assistantship	9	1.6	78	13.5
Staff position	6	1.0	108	18.8
Other campus job	32	5.6	7	1.2
Off-campus job	85	14.8	26	4.5
Other	32	5.6	48	8.3
No response	88	15.3	102	17.7
Total[b]	594	103.1	608	105.6

[a] Four-year college figures include those of the private liberal arts colleges, state colleges, and the University of Minnesota.

[b] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

The most frequently cited method of support during graduate study was "personal savings", mentioned by 42 per cent of this group. More than a third (34 per cent) had held assistantships, and another 30 per cent had staff positions during their graduate years. More than one-fourth (28 per cent) had been assisted through the G.I. Bill of Rights, and a fourth (25 per cent) had received fellowships or scholarships. When asked about the major source of support during graduate study, one-fifth (19 per cent) mentioned staff positions, and 14 per cent indicated assistantships. About one-seventh of these teachers (13 per cent) had relied primarily on personal savings, and slightly more than 10 per cent said that the G.I. Bill had provided their major support.

Highly significant differences emerged between junior college and other college teachers in the financing of graduate study, with far more reliance in the former group on "personal savings" (mentioned by 62 per cent of the junior college faculty as one source of support and by 37 per cent as the major means of financing their advanced study). More than a fifth of the junior college respondents (22 per cent) had benefited from the G. I. Bill, and a seventh (15 per cent) had relied primarily on this means of support.

Work Experiences Following Graduation from College

A fifth (20 per cent) of these faculty members apparently moved into some type of college position after receiving their bachelor's degree. Although they may not have gone into college teaching immediately, they had apparently held no other full-time positions before entering the field. More than two-fifths (43 per cent) had taught at the elementary or secondary levels before becoming college teachers.

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Most of these faculty members had had other teaching experiences before joining the staff of their present institutions. Two-fifths (39 per cent) had taught at some other college, and an additional 22 per cent had come to their present institution from teaching positions at lower levels. Teaching experience ranged from one to more than 40 years, with the median number of years slightly less than ten (9.7 years). The typical four-year college staff member had been on the present staff for 7.9 years, indicating good stability in placement. A sixth (16 per cent) of the four-year college sample had left positions with business or industry to join the staffs of their present institutions.

Relatively few (eight per cent) of the junior college teachers had entered the college teaching field directly. For a majority (69 per cent) the first full-time position after receiving their bachelor's degrees had been a teaching position at the elementary or secondary level. Approximately one-fourth (24 per cent) had come to their present institution from college positions elsewhere. Almost half (46 per cent) had held teaching positions at lower levels immediately prior to joining their present staff.

D. Present Position

Another series of questions were aimed at finding out why the respondents had chosen their present institutions, what they were currently doing, and how they might like to restructure their jobs.

Reasons for Choosing Present Type of Institution

When these college teachers were asked why they had chosen their present institutions, the most frequent replies pertained to the nature of the job itself (see Table IX). Other common reasons related to the specific type of institution. The more frequently reported reasons pertaining to the job were: "I could teach in the field of my choice" (21 per cent); "a position was available" (19 per cent); and "the reputation of the school, department,

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Table IX: REASONS GIVEN BY FACULTY MEMBERS FOR SELECTING TYPE OF INSTITUTION IN WHICH THEY ARE CURRENTLY EMPLOYED (FOUR-YEAR COLLEGE[a] AND JUNIOR COLLEGE FACULTIES)

Reasons	Faculty in Four-Year Institutions		Faculty in Junior Colleges	
	N	%	N	%
Reasons Connected With Type of Institution				
Religious reasons	50	8.7	16	12.3
Assigned	39	6.8	1	0.8
Background	39	6.8	10	7.7
Liked type of school	67	11.6	9	6.9
Contact with students	20	3.5	10	7.7
Age and type of students	34	5.9	19	14.6
Type of associates	21	3.6	1	0.8
General atmosphere	46	8.0	2	1.5
Freedom and independence	22	3.8	5	3.8
Other	15	2.6	4	3.1
Nothing checked regarding type of institution	267	46.4	59	45.4
No response	22	3.8	4	3.1
Total[b]	642	111.5	140	107.7
Reasons Pertaining to Job Itself				
Position available	107	18.6	46	35.4
Salary	45	7.8	19	14.6
Growth opportunities	31	5.4	9	6.9
Field of choice	119	20.7	11	8.5
Research opportunities	46	8.0	1	0.8
Location	50	8.7	14	10.7
Stimulating job	18	3.1	4	3.1
Working conditions	13	3.3	5	3.8
Reputation of school	53	9.2	4	3.1
Other	18	3.1	4	3.1
Nothing checked regarding job itself	166	28.8	30	23.1
No response	22	3.8	4	3.1
Total[b]	694	120.5	151	116.2

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[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

[b] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

and/or staff" (9 per cent). The three reasons associated with the type of institution which were listed most frequently were: "I believed in the philosophy and objectives of this type of school" (12 per cent); "religious reasons" (9 per cent); and "I liked the general atmosphere in this type of school (8 per cent). All responses on this point are tabulated in the Appendix.

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Although junior college teachers also specified more reasons associated with the job than the type of institution, they gave a somewhat different ranking to these reasons than did their four-year college colleagues. Junior college teachers were more influenced by the availability of the job and its promise of economic security, and less by the philosophy and objectives of the particular school. For this group the major reasons pertaining to the job itself were: "a position was available" (35 per cent); "salary considerations and economic security" (15 per cent); and "the location of the institution" (11 per cent). The reasons connected with type of institution which were most frequently mentioned were: "I liked the age and type of student in such a school" (15 per cent); "religious reasons" (12 per cent); and "background and experience prepared me for this type of school" (8 per cent).

Distribution of Time Among Professional Activities

Wide individual and institutional differences emerged when these faculty members specified the percentages of their total professional activities which were devoted to various functions. Tables X and XI, respectively, present the median amounts of time spent on each of these functions, and the percentage of respondents who reported no time in these activities.

Teaching activities claimed more than three-fifths of the time of faculty members in both the four-year and junior colleges. Counseling and other services to students, and committee and administrative duties also mortgaged considerable blocks of time. In the pressure of doing these things, research and scholarly writing seem to have suffered most. Almost half (44 per cent) of the teachers in four-year colleges and over two-thirds (69 per cent) of the junior college teachers indicated that they had given no time to research during the fall term of 1956. As might be expected, this figure was lowest (28 per cent) for the University of Minnesota staff.

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When asked to identify the function to which they should like to give more time, almost two-thirds (62 per cent) of the teachers in four-year institutions and one-third (33 per cent) of the junior college teachers stated this to be research and scholarly writing. Yet 22 per cent of the teachers in four-year schools and 31 per cent of the junior college teachers said that they would like to spend even more time on their teaching. A higher percentage of the junior college teachers (22 per cent) than of the four-year teachers (15 per cent) stated that they would like to have more time for student counseling.

Table X: MEDIAN PERCENTAGES OF TIME SPENT ON VARIOUS PROFESSIONAL FUNCTIONS (FOUR-YEAR COLLEGE[a] AND JUNIOR COLLEGE FACULTIES)

Function	Median Per Cent of Time Spent	
	Faculty in Four-Year Institutions	Faculty in Junior Colleges
Teaching activities	64.0	74.3
Counseling	9.7	8.4
Services to student groups	1.8	5.6
Research and scholarly writing	3.6	0.0
Committee and administrative duties	8.8	8.3
Off-campus services	3.5	2.6

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

Table XI: PERCENTAGE OF RESPONDENTS SPENDING NO TIME ON VARIOUS PROFESSIONAL FUNCTIONS (FOUR-YEAR COLLEGE[a] AND JUNIOR COLLEGE FACULTIES)

Function	Per Cent of Faculty Spending No Time	
	Faculty in Four-Year Institutions	Faculty in Junior Colleges
Teaching	0.9	0.0
Counseling	13.0	8.3
Services to student groups	44.9	24.8
Research and scholarly writing	44.2	74.4
Committee and administrative duties	19.7	14.0
Off-campus services	36.6	38.0

[a] Four-year college figures include those of private liberal arts colleges, state colleges, and the University of Minnesota.

Conversely, when these faculty members were queried as to the functions to which they should like to give less time, 34 per cent of the four-year college and 36 per cent of the junior college people said that they would like to be relieved of some committee and administrative responsibilities they now carry. Smaller proportions indicated that they would like to have other services curtailed, with only four persons out of the 706 taking part in the study saying that they would like to spend less time on research.

Current Teaching Load

Although the sample was limited to persons who had some teaching responsibilities, they varied markedly in the number of credit hours actually taught, ranging from zero to more than 23 credit hours. The median figure for the four-year college teachers was 10.0 credit hours, significantly below the median figure (13.6 credit hours) for the junior college sample.

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E. Appraisals of College Teaching as a Career

Although the major purpose of the present study was to determine why faculty members had chosen this career, it also seemed desirable to find out how satisfied they now were with their choices. The final questions on the questionnaire, therefore, attempted to assess attitudes toward faculty members' current jobs in college teaching and to find out whether these persons would again enter this field, given a chance to reconsider their earlier decision. This information also provided a basis for some later studies, reported in the next chapter, of relationships between these attitudes and various personal background, training, and experience factors.

Satisfactions and Dissatisfactions with College Teaching

In order to obtain individual slants on job satisfactions and frustrations, each respondent was asked to describe his own views, rather than merely to check a list of suggested opinions. After these free responses had been carefully studied to determine proper categories, they were coded and tabulated with the rest of the material.

Satisfactions. --The most frequently mentioned satisfactions with college teaching are listed below:

Frequently cited satisfactions	Faculty in Four-Year Colleges Per Cent	Faculty in Junior Colleges Per Cent
Like to work with college-age students	31	33
Intellectual stimulation and challenge	29	27
Associations with colleagues	25	14
Opportunity to observe young people's growth and success	21	25
Opportunity to continue study in subject field	19	22
Relative freedom and independence	17	15
Desire to help young people	16	16

(continued)

Frequently cited satisfactions (continued)	Faculty in Four-Year Colleges Per Cent	Faculty in Junior Colleges Per Cent
Interest in working with special types of students attending this college	12	22
Opportunity to transmit important knowledge in subject field	9	6
Opportunity afforded for research	9	1
Feeling of social usefulness of task	9	8
Opportunity to influence, inspire, and mold young people	6	9

As the above tabulations suggest, a large number of satisfactions with college teaching were reported. Rather interestingly, these expressed satisfactions tended to center around the actual nature of the tasks the teacher performs, whereas the dissatisfactions listed in the next question mostly concerned the lack of suitable rewards or appreciations for such services. Present evidences thus corroborate other investigations which show that the great majority of college teachers like what they do, but would be glad to have their services more widely recognized and rewarded.

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Ranking highest among the reported satisfactions were the opportunities this career provides to work closely with college-age students and to be in a stimulating intellectual environment. Other frequently noted sources of satisfaction were the fine professional associations college teachers enjoy, the continuing opportunity for study in a chosen field, and the social worth of the work teachers do. Running throughout almost all replies was a strong feeling of pride and responsibility in being a teacher-scholar, with some respondents amplifying their satisfactions in appended letters. A complete listing of satisfactions, for the four types of institutions in the study, will be found in the Appendix.

Major satisfactions with college teaching did not differ for the teachers in the various types of colleges in this study. As a group, faculty members regardless of the type of institution in which they were employed, reported that college teaching provided intellectual stimulation and the pleasure of working with college age people. Strong endorsement was also given by staff members in every type of institution except the University of Minnesota to the chances which college teaching afforded to witness student growth and success. The latter stressed instead, the opportunity for freedom and independence in teaching and research activities. Faculty members in the state colleges, private liberal arts colleges, and the University of Minnesota also were especially impressed with the opportunity to work with scholarly colleagues and associates.

Dissatisfactions.--Fewer responses were obtained to questions probing dissatisfactions. Those who did respond usually listed only one or two points, although space was provided for three replies. This would seem to indicate reasonably good faculty morale, with satisfactions quite decisively outweighing irritations or frustrations. The most frequently reported dissatisfactions are listed below:

Frequently cited dissatisfactions	Faculty in Four-Year Colleges Per Cent	Faculty in Junior Colleges Per Cent
Poor salary	47	43
Too many routine duties	14	9
Poor quality and attitudes of students	12	15
Too many demands outside of teaching	7	15
Class load too heavy	5	9

The negative aspect most frequently scored--low salary level--was mentioned by almost half of the respondents in both the junior and four-year colleges. No other point was mentioned by more than 15 per cent of the respondents in either group. Those most often cited related to the routine duties teachers must perform, their excessive work loads--both in the classroom and in extra-class services--and the poor attitudes many students show toward their work. Perhaps because these faculty members had already declared an interest in more time for research and scholarly writing, only occasional persons repeated lacks along this line in their replies. All dissatisfactions reported are tabulated, by type of institution, in the Appendix.

Faculty members in liberal arts colleges seemed to be particularly aware of problems arising from the poor quality of students and lack of time for personal study. State college staff members noted, to a greater extent than their colleagues elsewhere, the excess amount of routine administrative duties. In the case of junior college staff members the emphasis fell a little more heavily on the great number of responsibilities outside of teaching, and at the University the negative points particularly emphasized were the routine administrative duties and the poor quality of the students.

Present Attitudes Toward College Teaching

When asked for an over-all judgment as to how they felt about college teaching as a career, half of the faculty members in baccalaureate and advanced programs indicated that they were "very satisfied", and another

42 per cent said that they were "satisfied". Three per cent classified their attitudes as neutral or "indifferent", and an equal number said that they were dissatisfied to some degree. Only three teachers among the 706 studied, indicated any serious dissatisfaction with their career.

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Some interesting differences emerged when teachers in different types of programs were studied, with the private liberal arts teachers expressing the greatest degree of satisfaction among faculty in four-year institutions, and University of Minnesota faculty the least (56 per cent and 46 per cent, respectively, checked "very satisfied" in their reply to this particular item). Junior college teachers, in general, seemed to be somewhat less happy about their current career roles, illustrated by the fact that only 31 per cent of them expressed the high satisfaction shown by half of the teachers in four-year colleges.

Readiness to Re-enter the Profession

As the above discussion suggests, most faculty members appeared to be reasonably well-satisfied with their current career choices. This is borne out by replies to still another question, this time probing their readiness to make the same decision, given a chance to review their earlier selection. Five-sixths (83 per cent) of the respondents said that they would again choose to work in an educational institution if they could remake their decisions. Ten per cent were uncertain on this point, and five per cent said they would not again choose college teaching as a career. Replies here corroborated the institutional differences suggested by faculty ratings on job satisfaction, with the junior college faculty expressing somewhat less readiness than the other groups to re-commit themselves to this career. Thus 16 per cent of the junior college teachers said that they were uncertain, and 14 per cent that they would not again choose the profession, with most of these persons indicating that they would go into industry or business.

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Recommendations for Recruitment of College Teachers

Asked to specify two or three measures they would recommend to encourage qualified persons to enter the college teaching field, the respondents gave a wide variety of suggestions. The major emphasis in these replies was on raising salaries and employing more efficient means of recruitment and preparation. Frequently cited recommendations

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are listed below:

Recommended recruitment measures	Faculty in Four-Year Colleges Per Cent	Faculty in Junior Colleges Per Cent
Increased salaries	60	55
More scholarships and financial aids	20	16
More information regarding advantages of the academic life	16	13
Better counseling and guidance for promising candidates	13	12
More encouragement of teachers to discuss academic careers with students	9	9
Reduced work loads for teachers	9	8
More time and money for research	7	5
Establishment of broader publicity program	5	8

R

Recommendations for Holding Qualified Staff

A further question which sought the counsel of these faculty members regarding means of retaining good faculty members, evoked a variety of suggestions similar in nature to those mentioned above. Again the need for substantial salary increases was underscored, being mentioned by 70 per cent of the teachers in the four-year and advanced programs and 72 per cent of those in the junior colleges. But money is not the only consideration in the minds of these faculty members, for they also see the need for some changes in job responsibilities and in the general atmosphere of the college, as the following tabulation indicates:

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Recommended retention measures	Faculty in Four-Year Colleges Per Cent	Faculty in Junior Colleges Per Cent
Salary increases	70	72
Lighter work loads	16	17
More time for research	14	3
Provision of a good intellectual atmosphere for work	12	12
Promotion on merit and not length of service	10	8
A greater share in policy-making	8	1
Greater recognition for good teaching	6	9

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In general, faculty replies show that they derive many rewards and satisfactions from their work, and are anxious to see far greater numbers of capable young people recruited to this career and retained on college staffs. Though small differences emerged on certain points, with junior college teachers expressing less positive attitudes than their colleagues in the four-year colleges, these are overshadowed by the fact that the great majority of college teachers do like their work and derive deeply satisfying rewards from it. But in the judgment of these present faculty members, recruitment and retention of faculties, on the scale required for future enrollments, cannot be successfully attained without realistic adjustments in certain conditions that irritate present college teachers and lead some of them to consider other career possibilities.

Chapter III

DIFFERENCES AMONG SELECTED GROUPS OF MINNESOTA COLLEGE TEACHERS

Special studies of particular groups within the sample were made to test several hypotheses regarding relationships among the various background, training, experience, and attitudinal factors considered in this study. Only persons teaching in four-year institutions were included in this analysis. In all cases, differences are not reported as statistically significant unless they could be accounted for by chance only one time in a hundred or less (the .01 level of significance). Throughout this chapter percentages are given for descriptive detail, and are not necessarily significantly different. Statistical significance of differences is based on values obtained by chi-square analysis, not differences between paired percentages. All comparisons made are listed in Appendix VI, with the comparisons resulting in significant differences so designated.

A. Time of Choosing Present Career

Because some persons in the sample had selected college teaching very early and others had not reached this decision until late in their graduate work or professional service, a comparison of these extreme groups promised to throw light on the values of early choice. The present analysis was limited to two groups, made up of the 38 per cent of the four-year college teachers who had seriously considered a career in college teaching before receiving their baccalaureate degree, and the 50 per cent of the same group who had not done so until after graduation from college. Statistically significant differences were found on the following factors:

Undergraduate majors - Persons who reached an early decision were more likely than those reaching a late decision to have majored in the humanities (18 per cent of the early recruits vs. 11 per cent of the later ones) or the biological sciences (10 per cent vs. 5 per cent respectively). The opposite situation prevailed in the physical sciences (15 per cent of the early recruits vs. 25 per cent of the later ones) and vocational areas (5 per cent vs. 12 per cent).

Sources of support - Persons who reached early decisions were less likely to have been self-supporting during their undergraduate years than were those who selected college teaching as a career later in life (26 per cent of the early recruits vs. 43 per cent of the later ones). The same general situation prevailed at the graduate level (56 per cent vs. 71 per cent, respectively). Those who reached early decisions relied more heavily than other persons, at both the undergraduate and graduate levels, on parental financial assistance.

Level of satisfaction - Those teachers who indicated that they had seriously considered college teaching before receiving their baccalaureate degrees were apparently more satisfied with their career choices than those who did not decide until after graduation. Fifty-nine per cent of the former and 46 per cent of the latter indicated that they were "very satisfied" with their career choices.

B. Age

The teachers in this study were divided into three groups with respect to age--those under 35 years of age (23 per cent), those from 35 to 49 years (45 per cent), and those 50 and beyond (31 per cent)--to study possible differences in the responses of the various age groups. Statistically significant differences among these age groups were found on the following factors:

Most important factor influencing choice of career - Although the majority in all three age groups indicated that the crucial factor influencing their choice of college teaching was some personal motivation or concern, larger proportions of the younger staff members so indicated (75 per cent of those under 35 specified such a reason, compared with 62 per cent of those in the 35-49 year group, and 56 per cent of those who were 50 years or older).

Mother's education - The younger teachers tended to come from homes where the mother had received more formal education. Whereas a fourth (28 per cent) of the teachers under 35 indicated that their mothers had had only an elementary education, almost half (47 per cent) of those 50 years old or older indicated this. A third (35 per cent) of the younger age group and an eighth (12 per cent) of the older group said their mothers had received some college training.

C. Kind of Baccalaureate Institution

Because the type of undergraduate institution attended might influence prospective teachers' career choices and attitudes toward college teaching, four groups, differentiated on the basis of the type and control of the undergraduate institution these faculty members had attended, were compared systematically. The groupings used included private liberal arts colleges (34 per cent), state colleges (9 per cent), private universities (11 per cent), and public universities (38 per cent). Statistically significant differences were found on the following factors:

Present type of institution - A strong tendency was noted for teachers to return to the same type of institution in which they had done their undergraduate work. Two-thirds (67 per cent) of those teaching in private liberal arts colleges had done their undergraduate work in this type of institution. The same general situation existed in the public university, where two-thirds (66 per cent) of the teachers had done their baccalaureate work in public universities. Half of the teachers in state colleges had been undergraduates in the same type of school.

Reasons for choosing present type of institution - In giving reasons for choosing their present institutions, private liberal arts college graduates emphasized factors concerned with the types of institutions in which they are now teaching (59 per cent as compared with 27 per cent for state colleges, 33 per cent for private universities, and 31 per cent for public universities. In contrast, graduates of the other types of schools more frequently mentioned reasons connected with the job itself.

Present teaching field - There was a slight, though statistically significant, tendency for persons who graduated from private institutions to be teaching in the humanities and social sciences, and for those who graduated from state colleges to show a higher concentration in education.

Date when bachelor's degree was earned - A disproportionate number of individuals who received their bachelor's degrees before 1930 had attended private liberal arts colleges. During the depression years there was a trend in favor of the state colleges, and in the 1940-1956 period toward attendance at public and private universities.

Major source of support as an undergraduate - As might be expected, self-support as a student was related to attendance at public institutions

self-support as a student was related to attendance at public institutions

and receipt of financial aid from parents and relatives was related to attendance in private colleges. For example, 61 per cent of those attending state colleges claimed that they had been primarily self-supporting during this period, as compared with 20 per cent of those attending private universities.

D. Location of Baccalaureate Institution

Faculty members who had received their bachelor's degrees from schools in Minnesota constituted the largest group (42 per cent). The other four groupings used in this analysis included persons attending institutions in the west north central (14 per cent), the east north central (19 per cent), the northeast (11 per cent), and "other" (10 per cent) areas of the United States. Persons trained in foreign institutions were omitted from this analysis. Significant variations were found on the following points:

Sex - Minnesota institutions had contributed a relatively greater representation of women, whereas the schools located in the east north central and the northeastern states had sent larger quotas of male faculty members.

Degrees held - Persons who had graduated from Minnesota colleges were more likely than colleagues trained elsewhere to be teaching without the Ph. D. degree. This might reflect the fact that many persons employed at the University and in neighboring colleges accept Minnesota teaching appointments while they are completing their own doctoral requirements at the University.

Reasons for choosing present type of institution - Persons who had done their undergraduate work in Minnesota were more likely to have selected their present institutions for reasons connected with the particular type of school. In contrast, teachers who had come from other areas seemed to be more concerned with salaries, employment conditions, and other aspects of the job itself.

Birthplace - As might be expected, there was a high degree of relationship between the location of the respondent's undergraduate college and his birthplace. Most faculty members had taken work through at least the baccalaureate degree near their birthplaces.

E. Undergraduate Honors

Early distinction in academic work may well encourage students to consider college teaching as a possible career. A special study was therefore made to determine whether persons awarded some type of recognition at the undergraduate level followed any different pattern of preparation or held different attitudes toward their jobs than those not so honored. Those who had received recognized undergraduate honors (e. g., degrees awarded "cum laude" or "with distinction", election to Phi Beta Kappa) (32 per cent) were compared with those not so recognized (47 per cent). Students who had received only departmental honors or scholarship awards were not included. Significant differences between the "honors" and "no-honors" people were found on the following factors:

Present teaching field - The proportion of "honors" people teaching in the humanities, the social sciences, and the physical sciences was greater than in other fields. A high proportion (84 per cent) of teachers in education reported no honors of the types studied.

Most important factor influencing choice of career - Persons receiving undergraduate honors were more likely than those not so recognized to have chosen this career because of some personal interest or motivation. Persons who had not attained such recognition seem to have been more influenced by circumstantial factors, such as the offer of a position.

Degrees held - Half (51 per cent) of those receiving undergraduate honors held the Ph. D. degree, compared with only 30 per cent of those not accorded this distinction. A substantial portion (39 per cent) of those who had not received undergraduate honors were teaching without training beyond the master's degree.

Time spent on committee and administrative work - Although administrative and committee responsibilities were quite widely distributed, persons who had received undergraduate honors reported a larger share of such duties. Thus 29 per cent of those who had received honors devoted at least a fifth of their time to these activities, while only 20 per cent of those not receiving honors spent this much time on such tasks. Almost a fourth (23 per cent) of the "no-honors" people reported that they had no responsibilities of this type, in contrast to only 14 per cent of the honors group.

F. Present Teaching Field

Some limited comparisons were also made on the basis of the respondents' present teaching fields. Comparisons were restricted to the subject matter fields common to all four-year institutions: the humanities (24 per cent), the social sciences (13 per cent), the natural sciences (including mathematics) (19 per cent), and education (17 per cent). The significant differences emerging from these comparisons were:

Time of decision to enter college teaching - Teachers in the humanities and social sciences tended to give serious thought to college teaching somewhat earlier than those in the natural sciences and education. More than half of the humanities and social science teachers (56 per cent and 52 per cent respectively) said that they had considered college teaching before or during their undergraduate years, compared with 36 per cent of those in the natural sciences and 40 per cent of those in education.

Career goal on entering college - Present teaching fields were also related, as might be expected, to career goals at the time of entering college. Although very few had had definite plans at that time for a college teaching career, a large number had planned to work in the subject field in which they are currently teaching. For example, most persons (73 per cent) currently teaching in education planned to be elementary or secondary teachers when they entered college and a large proportion (46 per cent) of those now teaching in the natural sciences anticipated a scientific career.

Career goal at the time of college graduation - The most striking differences among teachers in the four selected fields were observed in terms of their commitment to teaching, either in college or at the elementary or secondary level, at the time they were awarded their first degrees. For example, more than half (51 per cent) of those presently teaching in the natural sciences were planning on a career other than teaching at the time they received their bachelor's degrees. This compares with 10 per cent of those in education who were considering non-teaching jobs at this time.

Career goal at the time of receiving highest degree - By the time an individual had earned his highest degree, he had usually decided to enter the teaching field, though not necessarily at the college level. The natural scientists constituted the largest exception, with 29 per cent still looking forward to other careers.

Degrees held - A majority of the persons teaching in the sciences (54 per cent of the social scientists, 61 per cent of the natural scientists) held the Ph.D. degree. About a third (34 per cent) of those in the humanities and a fourth (26 per cent) in education had completed their Ph.D. degrees.[4]

Type of undergraduate institution - Rather marked differences were noted among teachers in the selected subject fields in the kinds of colleges which they had attended as undergraduates. Almost three-fourths (73 per cent) of the teachers in the humanities had done their undergraduate work in private colleges or universities. In contrast, the majority of the persons in the social sciences, the natural sciences, and education had received their baccalaureate degrees from public institutions (56 per cent for social scientists, 53 per cent for natural scientists, and 56 per cent for education).

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[4] When Ed.D. degrees are added to the Ph.D.'s, the proportions holding earned doctorates in the four fields are: social sciences, 58 per cent; natural sciences, 63 per cent; humanities, 36 per cent; and education, 36 per cent.

Major financial support during graduate study - College teachers in the natural sciences and education were more likely to have been self-supporting during graduate study than were their colleagues in other fields. Major differences in the means of self support were also noted. Two-thirds of those in the natural sciences had supported themselves with jobs directly related to their field (i.e., assistantship, instructorship, or other staff position). Only one-third of the persons in education and the social sciences and a fourth of those in the humanities obtained their major support from such jobs.

Time currently spent teaching - There was a considerable difference from one field to another in terms of the number of hours faculty members devoted to teaching. Persons in the natural sciences and education tended to put more total hours per week into this task than did those teaching in the humanities and social sciences. The median number of class contact hours per week for each subject field were as follows: humanities, 12.9 hours; social sciences, 11.2 hours; natural sciences, 14.2 hours; education, 15.1 hours.

Percentage of time devoted to extracurricular groups - Teachers in education and the social sciences generally reported more time devoted to groups outside the classroom. Two-thirds (65 per cent) of those in education devoted some time to such activities, while only 39 per cent of the teachers in the natural sciences, who gave the least attention to these extraclass phases, did so.

Percentage of time devoted to research and scholarly writing - The amount of time devoted to research activities similarly varied from field to field. About two-thirds of those in the social sciences (68 per cent) and the natural sciences (62 per cent) found time for some research. Half (50 per cent) of the teachers in the humanities and a third (34 per cent) of those in education reported that they were currently giving some time to these endeavors.

Present attitude toward college teaching - A higher percentage of teachers in the natural sciences indicated that they were at present either dissatisfied or indifferent to college teaching. Persons in the humanities were the most likely to be "very satisfied" with their career choices.

Readiness to select same career - Although the vast majority (89 per cent) of the teachers in this study indicated that they would again choose college teaching, if they could remake their decision, some persons were uncertain in this regard. Although only four per cent of the teachers in the social sciences and six per cent of those in education said they were uncertain, more than a fifth (22 per cent) of the natural scientists were not sure they would again choose college teaching as a profession. None of the teachers in the fields analyzed stated that they would not enter college teaching again.

G. Level of Satisfaction

In order to identify factors related to job satisfaction, persons who said they were "very satisfied" and would again choose college teaching (49 per cent) were compared with those who either expressed a lesser degree of satisfaction or stated they would not again choose this career (50 per cent).[5] Statistically significant differences were found on the following factors:

Present teaching field - The highly satisfied teachers in colleges other than the University of Minnesota were found disproportionately in the humanities and social sciences, and the "less than very satisfied" in the biological and physical sciences. No differences in this respect were noted for the University of Minnesota sample.

Time of decision to enter college teaching - Satisfaction was generally related to early choice of college teaching as a career. Nearly half (49 per cent) of the highly satisfied teachers had chosen this career before receiving their baccalaureate degrees. This compares with 37 per cent of the less satisfied persons who had selected this career this early.

Recollected appraisal of college teaching at the time of college graduation - The "very satisfied" teachers had apparently regarded college teaching with more favor, both as a career for themselves (41 per cent vs. 20 per cent for less satisfied teachers) and as a career for others (48 per cent vs. 24 per cent for less satisfied group) at the time of receiving their first degree.

Advanced training - Satisfaction was generally related to the possession of an advanced degree. Among the highly satisfied teachers, about one-fourth (24 per cent) reported that they had done no work beyond the master's degree, which is considerably below the 37 per cent figure for the less satisfied teachers.

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[5] Because the group who would not again choose this career was too small for separate analysis, it was combined with the "less than very satisfied" group.

Reasons for choosing present type of institution - Faculty members expressing high satisfaction tended to specify a somewhat different pattern of reasons for selecting the institution with which they were presently affiliated. Whereas they tended to emphasize the distinctive role or mission of this type of college or university, other respondents seemed more concerned with salary, work load, and other factors that apply to practically every job.

Desire for teaching - More persons who expressed a high degree of satisfaction seemed interested in giving still more time to teaching (54 per cent expressed this wish, as compared with 34 per cent of the less satisfied teachers). Conversely, 37 per cent of the latter group said that they should like to reduce their instructional duties.

Recommendations for recruiting qualified persons into college teaching - The highly satisfied faculty members emphasized recruitment, better preparation for college teaching, and wider publicity of the need for teachers. The less satisfied teachers, on the other hand, tended to stress such things as reduced work loads and increased financial rewards, suggesting again that they were not intrinsically interested in college teaching.

H. Summary

Each of the seven major analyses made of college teachers and reported in the present chapter yielded some significant differences. In other words, persons who varied notably on a particular criterion trait could be reliably distinguished on certain other points relating to their backgrounds, training patterns, present experiences, or attitudes toward college teaching. Fragmentary as the present analyses are, they suggest relationships among these different factors which should be explored in the fuller context of information provided by the interviews.

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It is interesting to note that both the greatest number and the most decisive kinds of differences occurred among teachers classified according to their present activities and attitudes, rather than measures indicative of their earlier experiences. Thus relatively few differences emerged in studies based on the type or location of the undergraduate colleges which these individuals attended, the time they first seriously considered college teaching, or the honors they earned as undergraduates. Though this may be partially due to inadequacies in the questions asked or to inaccuracies in respondents' memories of what actually happened, these variables do not seem to be very significant means of differentiating college teachers in terms of the characteristics surveyed in this study.

In contrast, the present analyses show that teachers in different subject fields came to their present positions by somewhat different routes, that they look at their jobs from different angles, and make a somewhat different appraisal of their career choices. Similarly teachers classified according to their expressed levels of job satisfaction show a characteristically different patterning of interests and experiences. Studies now in progress may throw light on why various groups of Minnesota college teachers reached quite different opinions and decisions regarding their career choices.

Chapter IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

The present study of Minnesota college teachers was designed primarily to find out why these individuals had chosen this career and how they now regarded their roles as college teachers. Limited to the teachers in one state, it has been essentially an exploratory study, aimed at refining techniques and discovering relationships that might be systematically explored in later studies. The present chapter will briefly review the plan of the study and the chief findings, and suggest some implications of the latter for future efforts to recruit and hold qualified faculty members.

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A. Scope and Conduct of the Study

Information regarding persons currently teaching in the 32 private and public higher institutions of Minnesota was secured through a four-page printed questionnaire and through interviews with a random sample of the respondents. Two advisory committees aided in developing the questionnaire, in deciding how the sample was to be derived, and in enlisting faculty cooperation in the study.

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The stake that faculty members perceive they have in the questions explored in this study is suggested by the exceptionally high return of questionnaires. Of the 752 persons who received the blank (a 25 per cent stratified random sample of four-year college teachers and all junior college teachers in Minnesota) 94 per cent replied. Equally fine cooperation was secured in the interviews conducted with 88 of these persons.

Since several items on the questionnaire were of the open-ended type, allowing the respondent to express his views in his own words, the resulting answers had to be carefully studied and coded prior to entry upon IBM cards. Responses were tabulated in several ways, principally by type of institution (reported in Chapter II) and by selected variables that were hypothesized to bear some relationship to the selection of college teaching as a career or to satisfaction with this decision (findings in Chapter III). Appropriate statistical techniques were applied to distinguish chance differences from those of greater import, with interpretations made in the text derived accordingly.

The interview materials have been studied only briefly to date, chiefly with a view to determining the consistency of responses made in the questionnaire and interview situations. The latter analyses revealed only one point (relating to the time when college teaching was first seriously considered as a career possibility) where responses given by individuals to the questionnaire items varied significantly from those provided in the interviews. Although individual responses to other questions varied somewhat, the overall responses of the interviewees did not differ systematically from the overall responses of the questionnaire group. Further studies are being made of the interview materials and will be reported later in appropriate periodicals.

B. Major Findings

The present report is essentially an overview of the findings, much in highly condensed form, of the many descriptive analyses and comparisons of the data collected. The following statements therefore touch only upon certain high points, and unless otherwise stated pertain to faculty members of institutions offering baccalaureate and advanced programs.

1. Men constituted approximately three-fourths (73 per cent) of the persons currently teaching in Minnesota colleges. About the same proportions reported that they were natives of the north central states (71 per cent), and either currently or previously married (73 per cent). Though the married faculty members typically had two children, the numbers ranged as high as eight. The typical age reported (43 years) was identical with that shown in nation-wide studies of college teachers.

2. The parents of current faculty members had had much less schooling than their children, with two-fifths reported as having no more than an elementary school education, and roughly a fourth (27 per cent of the fathers and 19 per cent of the mothers) having some college work. These future faculty members came predominantly from middle and lower class homes, with a majority of the fathers reported as farmers, skilled or semi-skilled industrial workers, or clerical help.

3. Serious consideration of college teaching as a career goal came rather late, typically not until after the individual had graduated from college. Only nine per cent of the faculty indicated that they had given any real thought to this career before they entered college, and less than a third began to think seriously about it during their undergraduate years.

4. In finally making this selection, personal interests or motivations played a much larger role than did external or situational factors. Among the prime reasons specified for choosing this field were a

desire to work with college age students, deep interest in a particular subject, and an expectation that this career would provide a continuing intellectual challenge. Circumstances or special opportunities also played a decisive role for some individuals, with two out of five respondents indicating that they entered college teaching because a job had been offered to them. College administrators, teachers, or counselors had apparently suggested this career to about a fourth of those now teaching in college.

5. Most of these teachers had made extended preparation for their coming tasks as faculty members, with almost half of the sample holding a Ph. D. or other comparable doctorate. About one additional individual in four had some training beyond the master's level, although he had not yet received the doctorate.

6. Public and private colleges contributed almost equally to the undergraduate preparation of these faculty members. A significant relationship prevailed between the type of institution in which the prospective faculty member took his undergraduate work and the type of college with which he is currently affiliated.

7. Almost half (49 per cent) of these college teachers had received some type of honors or special academic recognition as undergraduates.

8. Two-thirds (66 per cent) of these faculty members received some financial assistance from their parents during the baccalaureate period, with this constituting the major source of support for 40 per cent of the sample. Campus and off-campus jobs, personal savings, scholarships and loans also helped to finance undergraduate studies. At the graduate level the chief source of support was personal savings, but assistantships, G.I. Bill allotments, and fellowships or scholarships also played a significant role.

9. More than two-fifths (43 per cent) of these Minnesota teachers had taught at the elementary or secondary levels before becoming college teachers. Many others reported positions in business, industry, or government. Two-fifths had taught at some other college immediately before joining their present staffs; an additional 22 per cent had come from elementary or secondary school posts. A sixth (16 per cent) had left non-academic positions to join the staffs of their present institutions.

10. Most of the reasons cited by the faculty members for selecting their present schools were related to the job itself, e.g., that it afforded

the individual an opportunity to teach in his special field or that the school provided special facilities and resources for such study. But a minority of college teachers were strongly influenced by religious reasons and their own commitment to the philosophy and objectives of the school.

11. Teaching activities presently claimed about three-fifths of the time of faculty members, with the rest unevenly distributed among counseling, committee, research and public service functions. More than three-fifths (62 per cent) of the respondents said they would like to give more time to research and scholarly writing. When asked about possibilities of curtailing certain of their present services, slightly more than a third desired some relief on administrative and committee duties.

12. Faculty members reported many different kinds of satisfactions from their professional service. Rather significantly, these expressed satisfactions tended to center around the kinds of tasks the teacher performs, whereas the reported dissatisfactions, which were far fewer in number, had mostly to do with the lack of suitable rewards or appreciations for such services. Chief among the satisfactions noted were the opportunities college teaching provides to work with college-age youth and to be in a stimulating intellectual environment. The negative aspect most frequently listed--low salary level--was mentioned by almost half of all respondents. But complaints were also lodged regarding excessive work loads, routine duties that could well be performed by secretaries or clerks, and the indifferent attitudes some students show toward their studies.

13. The vast majority (92 per cent) of college teachers indicated that they were either "very satisfied" or "satisfied" with their present career choices. Six per cent classified their attitudes as neutral or somewhat dissatisfied. Only three in the 706 studied seemed seriously dissatisfied with their present jobs.

14. Five-sixths(83 per cent) of the respondents said that they would again choose college teaching, assuming they could re-make their decision. Ten per cent were uncertain, and five per cent thought they definitely would not do so.

15. In recommending measures that might aid in staffing future programs of higher education, the respondents recommended substantial upward adjustments in salaries, a wider search for qualified candidates, more scholarship help, and counseling and guidance for promising candidates. To improve retention they suggested higher salaries, more faculty participation in policy-making, lighter work loads, and more time for research.

Although teachers in junior colleges resembled in many respects the faculty members described above, there were a number of significant differences. A larger proportion of the junior college teachers, for example, came from the lower socio-economic classes, had previously taught in elementary and secondary schools, and were currently concentrating most of their time on teaching and counseling. They seemed, in other words, to be more like secondary school teachers than senior college personnel with respect to home backgrounds, training patterns, and current activities. Since Minnesota junior college teachers typically meet their classes in high school buildings and conform to many of the regulations set for other public school staff members, such a finding is not surprising. And perhaps it may help to explain why some of these teachers felt that they were not enjoying the full status of college faculty members. As noted above, junior college teachers indicated a greater number of dissatisfactions with their jobs, and gave a higher proportion of uncertain or negative responses when asked whether they might again select this career.

Interesting differences also emerged in some exploratory studies made of college teachers classified according to the time when they chose this career, the type of undergraduate institution they had attended, their present teaching field, their job satisfaction, and other relevant variables. Since findings on these points have been briefly summarized in Chapter III, they will not be reviewed here. But these preliminary findings clearly show that college teaching attracts people of widely different backgrounds, training patterns, and interests, and that these differences have important implications for present services and satisfactions. Moreover, they warn against building any stereotype or generalized picture of the college teacher, since this would not properly characterize teachers in different disciplines and different types of higher institutions. Satisfaction with this career may well depend on how adequately an individual's special needs, interests, and aspirations are fulfilled in the particular department and college he has selected. An important supplement to the present study would be an analysis of the institutions themselves, along the lines in which Pace and Stern[6] are pioneering, to determine what the "environmental press" has been and how this may affect faculty attitudes toward the institution and toward college teaching in general. Later studies might also profitably explore individual college teachers' perceptions of their roles and of their adequacy in fulfilling these different functions, and then compare these self-evaluations with colleagues' and administrative officers' judgments on the same points.

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[6] Pace, C. Robert "The Environment as a Factor in the Criterion of College Success". Unpublished paper given at the American Psychological Association Symposium, September 1957.

C. Some Conclusions and Implications

Since the information yielded in this study of Minnesota faculty members still requires considerable analysis, it is not feasible to try at this point to relate and appraise the findings as a whole. But preliminary observations may be justified as to the meaning of some of the findings for building strong staffs and for further research in this field.

1. College teachers seem to have entered this field more by accident than by deliberate design. By and large, they did not look forward during their undergraduate years, as young people entering most other professions do, to working in the field in which they are currently engaged. Nor had many of their own teachers or counselors taken active steps to encourage consideration of this field. The present findings certainly point up the need for a well-organized effort to identify and enlist promising candidates for future service as college teachers. ①

2. College teachers begin their service rather late, often as many as five or ten years beyond the time when the young scientist, engineer, or business executive does. Not only is the choice itself made relatively late but most candidates must support themselves, and often their growing families, during their years of graduate preparation. It seems clear that scholarship and fellowship provisions must be considerably broadened if colleges are to get good teachers more quickly. ②

3. College teachers come in almost equal proportions from public and private higher institutions, although public colleges in the state surveyed employ the majority of these persons. The contributions that private liberal arts colleges have made to staffing higher education should be carefully studied, with a view to discovering why students in these institutions have been more attracted to teaching careers than are those attending other types of colleges and universities. Institutions that have been notably productive in stimulating and nurturing this interest might well be analyzed intensively, to afford further clues for the recruitment of talented young people. ③

4. College teachers make extended preparation for their careers, with almost half of the present sample holding the highest earned degree and many others nearing this objective. Though the Minnesota picture in this respect is favorable, representing a definite advance over earlier levels of training, this cannot be maintained or further improved without a much more sharply focused effort to attract qualified people and to help them get the necessary training. Instead

the level of faculty preparation is likely to slip dangerously under the pressure of soaring student enrollments, as recent NEA studies of college teacher supply-demand show has already begun to happen.[7]

5. College teachers are serving, for the most part, in institutions similar to those in which they took their undergraduate work. This suggests the need for special recruitment measures in each type of college, if the future of that particular program is to be soundly assured. At the same time, these findings would seem to warn against too great "inbreeding" in staffing these programs, since each college faculty should be a broadly derived group, conversant with practices in other kinds of higher institutions.

6. College teachers perform many different professional functions, with instructional duties claiming the largest share of their time. Although the patterning of activities varies somewhat from institution to institution and from one discipline to another, research and scholarly writing are suffering most in the competition for faculty time. Expanding demands for new instructional and community services are apparently mortgaging the hours that many faculty members might otherwise have given to studies that would expand their own horizons, enrich their teaching, and encourage the constant pioneering and invention that should characterize professional service. This would seem to call for some re-evaluation of the services college teachers render, with a view to encouraging persons of real scholarly interest to enter and continue in teaching.

7. College teachers derive many rewards and satisfactions from their work. Chief among these has been the opportunity afforded to work with college-age youth, to continue one's own intellectual growth, and to be associated with a task of vast social import. Frustrations arise chiefly from the circumstances under which college teachers labor, not from the nature of the job itself. Since salary advances and improved conditions of service would rectify many of these problems, they can be attacked constructively by college boards, state legislatures and other groups that wish to recruit and retain qualified teachers.

8. Most college teachers would choose the same vocation, given an opportunity to remake their decision. Five-sixths of the persons sampled said that they would again make this choice, which corroborates

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[7] National Education Association, Research Division, Teacher Supply and Demand in Colleges and Universities, 1955-56 and 1956-57, National Education Association, Washington, D.C. 1957.

earlier findings regarding the generally high morale of college teachers. Yet there were some faculty members in every college who seemed uncertain that they would make this same decision, or who said categorically that they would not do so. Reasons for their discontent should be more fully explored, in the hope both of improving the initial selection of college teachers and of increasing the satisfactions of those who enter this field. ④

Viewed from some angles, the above findings should afford college teachers many just reasons for being proud of their profession. By and large, those now teaching in the colleges sampled are well-trained, experienced people, who measure up well on the criteria normally used to judge faculty competence and achievement. Moreover, the great majority seem to be characterized by a deep sense of dedication and to be experiencing many genuine satisfactions from their work.

Yet these findings also point up a serious challenge to persons concerned about this country's future supply of college teachers. Little has evidently been done to promote public understanding of the importance of this field, or to recruit the great numbers of qualified candidates required to staff America's colleges and universities in the decades just ahead. And more information is clearly needed as to why individuals do select this field and what continues to hold them, despite economic handicaps and the constant frustrations associated with overcrowded programs. 5x

As the major ideas which have guided development of the present study are refined, a number of fruitful hypotheses should emerge regarding college teachers and their motivations for this career. Studies can then be more effectively designed to yield insights regarding the personal and situational elements involved in this particular career choice. With the clearer conceptual framework this effort should provide, succeeding studies might also explore the factors related to success in college teaching. Studies of candidates at several points in their careers in higher education would throw invaluable light on these factors, as would comparable studies of persons of equal training and potential who had never considered college teaching or who had been deflected from this career. In a period when the demand for college teachers promises to far outstrip present sources of supply, the "academic man" himself should be thoroughly studied, and bold steps taken to attract persons intellectually and emotionally qualified for this task.

Appendix I

CHOICE OF CAREER

I - Table A: INITIAL CONSIDERATION OF COLLEGE TEACHING AS A CAREER

When Considered	Staff Members in Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Elementary or junior high school	2.3	2.2	2.1	1.6	1.9
Senior high school	6.9	7.0	3.1	4.8	5.4
Between senior high and college	5.4	1.7	1.0	1.2	1.4
First 2 years of college	8.5	10.9	5.2	7.2	8.3
Last 2 years of college	12.3	20.9	26.1	18.0	20.5
Between college and graduate school	23.1	26.5	22.9	22.4	24.1
First half of graduate study	6.9	7.0	14.6	13.6	11.1
Last half of graduate study	10.0	3.9	11.5	9.6	7.7
After receiving highest degree	13.1	5.6	8.3	7.6	6.9
Other	9.2	12.6	5.2	12.0	11.1
No response	2.3	1.7	0.0	2.0	1.6
Total	100.0	100.0	100.0	100.0	100.0

I - Table B: CAREER GOALS AT ENTRANCE TO COLLEGE, AT GRADUATION, AND AT RECEIPT OF HIGHEST DEGREE

	Staff Members in				
Career Goals	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
At College Entrance					
Elementary and high school teaching	47.7	40.9	46.9	19.2	32.5
College teaching	1.5	2.6	3.1	2.4	2.6
Physical and biological science	7.7	6.5	7.3	26.0	15.1
Law, medicine, architecture	10.0	9.1	8.3	16.8	12.3
Religion	6.2	12.2	4.2	0.4	5.7
Business	5.4	3.0	3.1	7.6	5.0
Social service and other	7.7	12.2	11.5	9.6	10.9
Undecided	10.0	8.3	13.5	14.0	11.7
No response	3.8	5.2	2.1	4.0	4.2
Total	100.0	100.0	100.0	100.0	100.0
At Receipt of B.A. Degree					
Elementary and high school teaching	59.2	4[illegible].5	58.4	32.0	42.2
College teaching	11.5	16.1	25.0	11.2	15.4
Physical and biological science	2.3	3.0	1.0	22.8	11.3
Law, medicine, architecture	3.1	3.5	3.1	11.6	6.9
Religion	5.4	9.6	1.0	0.0	4.0
Business	1.5	2.2	3.1	7.2	4.5
Social service and other	6.2	7.8	4.2	8.0	7.3
Undecided	3.1	2.2	2.1	2.4	2.3
No response	7.7	9.1	2.1	4.8	6.1
Total	100.0	100.0	100.0	100.0	100.0
At Receipt of Highest Degree					
Elementary and high school teaching	40.8	27.0	19.8	28.8	26.6
College teaching	42.3	50.0	71.9	38.0	48.4
Physical and biological science	0.0	0.9	1.0	12.4	5.9
Law, medicine, architecture	0.0	0.9	0.0	6.4	3.1
Religion	1.5	1.3	0.0	0.0	0.5
Business	0.8	0.9	2.1	1.6	1.4
Social service and other	0.0	4.3	2.1	5.2	4.4
Undecided	0.8	0.4	0.0	0.4	0.3
No response	13.8	14.3	3.1	7.2	9.4
Total	100.0	100.0	100.0	100.0	100.0

I - Table C-1: FACTORS INFLUENCING CHOICE OF CAREER IN COLLEGE TEACHING

Influential Factors	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
External					
High school staff member suggested it	4.6	4.8	3.1	2.4	3.5
College teacher recommended it	23.1	23.0	34.4	28.0	27.1
College administrator or counselor encouraged me	20.8	28.7	25.0	20.0	24.3
Parents, relatives, or friends favored this	13.8	12.2	12.5	9.6	11.1
Graduate fellowship or assistantship	13.8	19.1	12.5	35.2	25.0
College teaching job offered although I hadn't sought one	48.5	42.2	43.8	34.8	39.2
G.I. benefits aid to advanced work	15.4	13.5	25.0	16.4	16.7
Armed forces training led me into field	2.3	1.7	1.0	2.0	1.7
Husband (wife) was, or planned to be a college teacher	0.8	0.4	0.0	0.8	0.5
Just "drifted" into college teaching	9.2	6.5	7.3	8.4	7.5
Other	11.5	20.0	11.4	13.2	15.6
No response	5.4	7.0	4.2	6.8	6.4
Total[a]	169.2	179.1	180.2	177.6	178.6
Internal					
So interested in subject I wanted to continue its study	33.8	41.7	40.6	44.0	42.5
Desired to work with college age students	72.3	52.2	61.4	33.6	45.7
Wanted a job with security and prestige	17.7	10.0	19.8	15.6	14.1
Felt I could contribute more to field by college teaching	30.8	30.0	39.6	32.8	32.8
Wanted to pursue research activities in my field	12.3	15.2	14.6	44.8	28.0
Make greatest contribution to society in this area	33.1	36.1	33.3	31.2	33.5
Liked working conditions	44.6	38.3	43.8	46.4	42.7
Wanted to be a part of the college academic and social life	18.5	25.6	27.1	21.2	24.0
Desired to emulate a certain college professor	7.7	7.4	9.4	8.4	8.2
More of an intellectual challenge	45.4	41.7	41.7	40.8	41.3
Other	8.5	11.7	8.3	9.6	10.2
No response	1.5	4.8	2.1	2.8	3.5
Total[a]	326.2	314.8	341.7	331.2	326.5

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

I - Table C-2: CHIEF FACTOR INFLUENCING CHOICE OF CAREER IN COLLEGE TEACHING

	Staff Members in				
Influential Factors	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
External					
High school staff member suggested it	0.0	0.9	0.0	0.0	0.1
College teacher recommended it	0.8	0.4	2.1	1.2	1.1
College administrator or counselor encouraged me	3.1	6.5	6.3	1.6	4.4
Parents, relatives, or friends favored this	0.8	0.9	1.0	1.2	1.1
Graduate fellowship or assistantship	1.5	0.9	0.0	4.4	2.3
College teaching job offered although I hadn't sought one	13.8	10.0	9.4	11.6	10.6
G.I. benefits aid to advanced work	0.8	0.9	2.1	1.2	1.2
Armed forces training led me into field	0.8	0.0	0.0	0.0	0.0
Husband (wife) was, or planned to be a college teacher	0.0	0.0	0.0	0.0	0.0
Just "drifted" into college teaching	1.5	0.9	1.0	2.0	1.4
Other	1.5	6.5	1.0	3.2	4.2
Subtotal A	24.6	27.9	22.9	26.4	26.4
Internal					
So interested in subject I wanted to continue its study	5.4	9.1	5.2	8.8	8.3
Desired to work with college age students	16.2	7.8	8.3	4.4	6.4
Wanted a job with security and prestige	1.5	0.9	2.1	0.8	1.1
Felt I could contribute more to field by college teaching	3.1	2.6	5.2	3.2	3.3
Wanted to pursue research activities in my field	0.0	0.9	2.1	8.8	4.5
Make greatest contribution to society in this area	4.6	8.3	6.3	6.0	6.9
Liked working conditions	3.1	2.6	1.0	4.4	3.2
Wanted to be a part of the college academic and social life	1.5	0.9	2.1	1.6	1.4
Desired to emulate a certain college professor	0.0	0.9	1.0	0.0	0.5
More of an intellectual challenge	8.4	4.8	7.3	9.2	7.1
Other	3.1	4.3	2.1	3.6	3.6
Subtotal B	46.9	43.0	42.7	50.8	46.3
No response	28.5	29.1	34.4	22.8	27.3
Total	100.0	100.0	100.0	100.0	100.0

I - Table D: OPINION OF COLLEGE TEACHING AS A CAREER AT TIME OF GRADUATION

Opinions	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
As a Career for Self					
Highly attractive	22.3	34.8	30.2	24.0	29.3
Attractive	39.2	29.1	38.5	32.4	32.1
No opinion	31.5	27.8	27.1	34.4	30.6
Unattractive	3.1	3.5	0.0	4.4	3.3
Highly unattractive	0.8	0.0	0.0	1.2	0.5
No response	3.1	4.8	4.2	3.6	4.2
Total	100.0	100.0	100.0	100.0	100.0
As a Career of Other People					
Highly attractive	18.5	40.4	31.3	27.2	33.2
Attractive	55.4	37.4	48.9	44.4	42.4
No opinion	13.8	11.3	9.4	16.0	13.0
Unattractive	3.8	3.9	2.1	5.6	4.3
Highly unattractive	0.0	0.5	0.0	0.8	0.5
No response	8.5	6.5	8.3	6.0	6.6
Total	100.0	100.0	100.0	100.0	100.0

I - Table E: PARENTAL EXPECTATIONS REGARDING VOCATIONAL GOALS

Vocations	Staff Members in Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Teaching	13.1	13.0	16.7	6.0	10.6
Physical and biological science	0.8	0.9	4.2	3.2	2.4
Professional	10.8	8.3	1.0	8.8	7.3
Business and other	2.3	2.6	1.0	2.0	2.1
Undecided	70.0	69.6	74.0	76.0	73.1
No response	3.0	5.6	3.1	4.0	4.5
Total	100.0	100.0	100.0	100.0	100.0

Appendix II

PREPARATION FOR CAREER

II - Table A-1: HIGHEST EARNED DEGREE

Degrees[a]	Staff Members in Junior Colleges (N=130)	 Private Liberal Arts Colleges (N=230)	 State Colleges (N=96)	 University of Minnesota (N=250)	 Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Bachelor's degree	4.6	2.6	0.0	2.4	2.1
Bachelor s degree +	11.5	9.1	2.1	2.4	5.0
Bachelor's degree and 1st level professional degree	0.8	2.2	0.0	8.8	4.7
Masters and/or second level professional degree	22.3	24.8	21.9	15.2	20.1
Master's degree +	56.2	28.2	30.2	15.6	23.1
Doctorate	3.8	32.2	45.8	55.2	44.4
No degree	0.8	0.9	0.0	0.0	0.4
No response	0.0	0.0	0.0	0.4	0.2
Total	100.0	100.0	100.0	100.0	100.0

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[a] Degree classification is that used by the U.S. Office of Education

II - Table A-2: LOCATION AND TYPE OF INSTITUTION AWARDING BACHELOR'S DEGREE

	Staff Members in				
Location and Type	Junior Colleges (N=130)	Private & Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Geographic Location					
University of Minnesota	25.4	12.2	13.6	24.4	17.7
Other North Central	65.4	67.4	74.0	41.6	57.3
Northeast	3.9	8.7	5.2	14.4	10.6
South	1.5	3.9	5.2	8.0	5.9
West	2.3	2.6	1.0	6.0	3.8
Foreign	0.0	3.9	1.0	2.4	2.8
No degree	1.5	0.4	0.0	2.8	1.4
No response	0.0	0.9	0.0	0.4	0.5
Total	100.0	100.0	100.0	100.0	100.0
Type of Institution					
Public	60.8	24.8	58.3	63.6	47.2
Private	36.9	68.8	38.6	28.8	46.4
Foreign	0.0	3.9	1.0	3.2	3.1
Not listed	1.5	1.7	2.1	1.6	1.7
No degree	0.8	0.4	0.0	2.4	1.2
No response	0.0	0.4	0.0	0.4	0.4
Total	100.0	100.0	100.0	100.0	100.0

II-Table A-3: LOCATION AND TYPE OF INSTITUTION WHERE M.A. DEGREE WAS EARNED

Location and Type	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Geographic Location					
University of Minnesota	33.1	16.9	17.7	26.4	21.2
Other North Central	27.7	25.6	52.1	21.6	28.3
North East	7.7	9.6	10.4	14.8	12.0
South	3.1	8.3	6.3	4.0	6.1
West	6.1	3.5	4.2	5.2	4.3
Foreign	0.0	2.6	1.0	1.2	1.7
No degree	21.5	32.2	7.3	26.4	25.5
No response	0.8	1.3	1.0	0.4	0.9
Total	100.0	100.0	100.0	100.0	100.0
Type of Institution					
Public	57.7	34.3	70.9	52.4	48.3
Private	20.0	29.6	19.8	19.6	23.6
Foreign	0.0	2.6	1.0	1.2	1.7
No degree	21.5	32.2	7.3	26.4	25.5
No response	0.8	1.3	1.0	0.4	0.9
Total	100.0	100.0	100.0	100.0	100.0

II-Table A-4: LOCATION AND TYPE OF INSTITUTION WHERE PH.D. DEGREE WAS EARNED

	Staff Members in				
Location and Type	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Geographic Location					
University of Minnesota	2.3	7.8	6.2	21.2	13.4
Other North Central	3.9	10.5	17.7	15.6	13.9
Northeast	0.8	6.1	4.2	10.4	7.6
South	0.0	4.8	1.0	1.6	2.8
West	0.0	1.3	2.1	3.6	2.4
Foreign	0.0	1.7	2.1	0.8	1.4
No degree	93.0	67.8	66.7	46.4	58.3
No response	0.0	0.0	0.0	0.4	0.2
Total	100.0	100.0	100.0	100.0	100.0
Type of Institution					
Public	4.7	16.1	26.0	38.0	27.3
Private	2.3	14.4	5.2	14.4	12.8
Foreign	0.0	1.7	2.1	0.8	1.4
No degree	93.0	67.8	66.7	46.4	58.3
No response	0.0	0.0	0.0	0.4	0.2
Total	100.0	100.0	100.0	100.0	100.0

II - Table A-5: MAJOR FIELD OF STUDY AT VARIOUS DEGREE LEVELS

Major Fields	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Bachelor's Degree					
Humanities	21.5	30.9	22.9	14.4	22.4
Social science	16.2	14.8	18.8	12.8	14.5
Physical and biological science	30.8	17.8	20.9	30.8	24.0
Education	16.9	13.0	30.2	12.0	15.5
Philosophy and religion	4.6	10.0	1.0	2.0	5.0
Vocational	9.2	7.4	3.1	13.2	9.2
Other	0.0	3.5	3.1	7.6	5.2
No response or no degree	0.8	2.6	0.0	7.2	4.2
Total	100.0	100.0	100.0	100.0	100.0
Master's Degree					
Humanities	18.4	23.9	18.8	12.4	18.1
Social science	15.4	10.0	11.4	8.8	9.7
Physical and biological science	20.0	12.6	9.4	23.2	16.7
Education	19.2	12.6	44.8	14.8	18.9
Philosophy and religion	0.8	3.9	1.0	0.4	1.9
Vocational	6.2	4.8	4.2	11.2	7.5
Other	0.0	1.7	1.0	5.2	3.1
No response or no degree	20.0	30.5	9.4	24.0	24.1
Total	100.0	100.0	100.0	100.0	100.0
Ph.D. Degree					
Humanities	2.3	7.4	9.4	8.0	8.0
Social science	0.8	6.5	6.3	7.6	7.0
Physical and biological science	0.8	11.3	1.0	22.8	14.5
Education	3.8	4.4	14.6	6.0	6.8
Philosophy and religion	0.0	2.6	0.0	0.4	1.2
Vocational	0.0	1.7	1.0	5.6	3.3
Other	0.0	0.9	0.0	3.2	1.7
No response or no degree	92.3	65.2	67.7	46.4	57.5
Total	100.0	100.0	100.0	100.0	100.0

II - Table A-6: YEARS OF RECEIPT OF BACHELOR'S, MASTER'S, AND PH.D. DEGREES

Years	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Bachelor's Degree					
Before 1916	6.1	3.1	1.0	5.2	3.7
1916 - 1925	14.6	14.3	14.6	14.0	14.2
1926 - 1935	27.7	20.9	25.0	21.6	21.9
1936 - 1945	20.8	27.4	28.2	30.0	28.6
1946 - 1955	30.0	30.0	30.2	23.6	27.3
1956	0.0	0.0	0.0	0.0	0.0
No degree	0.0	1.3	0.0	4.4	2.4
No response	0.8	3.0	1.0	1.2	1.9
Total	100.0	100.0	100.0	100.0	100.0
Master's Degree					
Before 1916	0.0	0.9	0.0	0.8	0.7
1916 - 1925	5.4	3.9	6.2	7.2	5.7
1926 - 1935	16.2	13.5	16.7	14.8	14.6
1936 - 1945	21.5	17.4	16.7	20.0	18.4
1946 - 1955	33.8	29.1	47.9	30.4	32.8
1956	1.5	1.7	4.2	0.8	1.7
No degree	20.8	31.3	8.3	24.8	24.7
No response	0.8	2.2	0.0	1.2	1.4
Total	100.0	100.0	100.0	100.0	100.0
Ph.D. Degree					
Before 1916	0.0	0.4	0.0	0.0	0.2
1916 - 1925	1.5	0.4	0.0	3.6	1.7
1926 - 1935	0.0	5.7	2.1	8.8	6.4
1936 - 1945	0.0	8.3	8.3	9.6	8.9
1946 - 1955	3.1	15.2	17.7	28.4	21.4
1956	0.8	2.6	3.1	2.0	2.4
No degree	93.8	63.9	68.8	46.8	57.3
No response	0.8	3.5	0.0	0.8	1.7
Total	100.0	100.0	100.0	100.0	100.0

II - Table B: HONORS RECEIVED IN UNDERGRADUATE PROGRAM

	Staff Members in				
Types of Honor	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N= 576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Summa, Magna, or Cum Laude	14.6	23.5	7.3	13.2	16.3
Graduation with distinction	12.3	6.1	9.4	15.6	10.8
Departmental distinction	3.1	2.6	1.0	5.6	3.6
Phi Beta Kappa	6.2	7.8	2.0	10.4	8.0
Other	13.8	10.9	17.7	14.0	13.4
Special Awards, Prizes, Scholarships	3.8	1.3	5.2	5.2	3.6
Other honor societies	4.1	0.9	4.2	3.2	2.4
None	48.5	53.5	47.9	40.0	46.7
No response	3.8	4.3	7.3	4.0	4.7
Total[a]	110.2	110.9	102.0	111.2	109.5

[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

II - Table C-1: MEANS OF SUPPORT DURING UNDERGRADUATE STUDY

Types of Support	Staff Members in Junior Colleges (N=130)	Private & Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Sources Used					
Parents	67.7	67.4	60.4	66.0	65.6
Personal savings	40.0	28.3	49.0	34.4	34.4
Borrowed funds	17.7	14.8	20.8	13.6	15.3
G.I. Benefits	16.2	9.6	18.8	14.8	13.4
Spouse earnings	2.3	3.5	3.1	3.6	3.5
Scholarship, Fellowship	19.2	21.7	20.8	20.8	21.2
Assistantship	4.6	3.5	4.2	8.0	5.6
Staff position	0.8	5.2	2.1	2.4	3.5
Other campus job	28.5	26.5	32.3	35.2	31.3
Off campus job	46.2	33.0	46.9	45.2	40.6
Other	6.9	15.2	9.4	10.0	12.0
No response	0.8	2.2	1.0	0.8	1.4
Total[a]	250.9	230.9	268.8	254.8	247.8
Major Source of Support					
Parents	39.2	44.8	27.1	39.6	39.6
Personal savings	10.0	5.6	14.6	5.2	6.9
Borrowed funds	3.1	2.2	3.1	1.6	2.1
G.I. Benefits	12.3	5.6	10.4	8.4	7.6
Spouse earnings	0.0	0.0	1.0	0.4	0.4
Scholarship, Fellowship	1.5	4.3	0.0	2.4	2.8
Assistantship	1.5	0.9	1.0	2.4	1.6
Staff position	0.0	1.3	1.0	0.8	1.0
Other campus job	4.6	3.0	8.3	6.8	5.6
Off campus job	18.5	8.7	16.7	19.6	14.8
Other	3.1	10.0	2.1	2.8	5.6
No response	10.8	16.1	16.7	14.0	15.3
Total[a]	104.6	102.5	102.1	104.0	103.1

[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

II - Table C-2: MEANS OF SUPPORT DURING GRADUATE STUDY

	Staff Members in				
Types of Support	Junior Colleges (N=130)	Private & Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Sources Used					
Parents	13.1	13.0	10.4	15.6	13.7
Personal savings	62.3	37.4	66.7	36.0	41.7
Borrowed funds	12.3	12.6	17.7	9.6	12.2
G.I. Benefits	22.3	22.2	40.6	27.6	27.6
Spouse earnings	8.5	10.4	21.9	12.8	13.4
Scholarship, Fellowship	13.8	26.5	18.8	26.4	25.2
Assistantship	13.8	21.3	33.3	44.8	33.5
Staff position	10.0	20.0	19.8	42.8	29.7
Other campus job	9.2	10.9	9.4	8.8	9.7
Off campus job	21.5	20.4	22.9	19.2	20.3
Other	10.0	21.7	7.3	6.4	12.7
No response	6.2	8.3	1.0	4.8	5.6
Total[a]	203.1	224.8	269.8	254.8	245.3
Major Source of Support					
Parents	3.8	6.1	1.0	5.6	5.0
Personal savings	36.9	11.3	30.2	8.8	13.4
Borrowed funds	4.6	2.6	6.3	1.2	2.6
G.I. Benefits	14.6	11.7	15.6	9.6	11.5
Spouse earnings	0.8	1.3	3.1	1.2	1.6
Scholarship, Fellowship	1.5	8.3	4.2	8.0	7.5
Assistantship	5.4	9.1	9.4	19.2	13.5
Staff position	3.1	9.6	10.4	30.4	18.8
Other campus job	0.8	1.7	0.0	1.2	1.2
Off campus job	4.6	5.2	3.1	4.4	4.5
Other	7.6	17.4	3.1	2.0	8.3
No response	16.2	20.9	17.7	14.8	17.7
Total[a]	100.0	105.2	104.2	106.4	105.6

[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

II - Table D-1: FIRST AND MOST RECENT JOBS HELD (EXCLUSIVE OF PRESENT POSITION)

	Staff Members in				
Field of Occupation	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
First Job After Receiving B.A.					
Elementary teaching or unspecified teaching	28.5	22.6	29.2	13.6	19.8
High school teaching	40.7	26.5	36.5	14.4	22.9
College teaching	8.5	16.5	19.8	22.4	19.6
Physical and biological science	2.3	1.7	0.0	12.8	6.2
Law, Medicine, Architecture	0.0	3.1	1.0	5.6	3.8
Religion	3.9	8.7	0.0	0.0	3.5
Business	2.3	4.4	6.3	8.0	6.3
Social service	0.0	1.7	0.0	1.6	1.4
Other	8.5	8.3	5.2	13.2	9.9
None	0.0	0.4	1.0	1.6	1.0
No response	5.3	6.1	1.0	6.8	5.6
Total	100.0	100.0	100.0	100.0	100.0
Last Position Held Before Joining Present Institution					
College teaching in:					
Humanities, Literature, Arts	6.1	8.7	12.5	7.6	8.8
Social science	1.5	2.6	2.1	1.2	1.9
Biological and physical science	7.7	6.1	4.2	10.0	7.5
Education	3.1	3.5	14.6	8.4	7.5
Religion and Philosophy	0.0	1.8	0.0	0.4	0.9
Other Fields	5.4	9.1	15.6	14.8	12.7
Subtotal	23.8	31.8	49.0	42.4	39.3
Position in:					
High school or elementary school	46.2	33.0	32.3	8.8	22.4
Business or Industry	11.5	11.7	5.2	23.6	15.8
Other occupations	7.7	7.0	6.3	12.0	9.0
Subtotal	65.4	51.7	43.8	44.4	47.2
None	0.8	5.2	3.1	4.8	4.7
No response	10.0	11.3	4.1	8.4	8.8
Total	100.0	100.0	100.0	100.0	100.0

II - Table D-2: LENGTH OF SERVICE ON A COLLEGE OR UNIVERSITY FACULTY

Number of Years as Faculty Member	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
0	3.1	0.0	0.0	0.4	0.2
1 - 2	12.3	14.8	14.6	12.8	13.9
3 - 5	13.8	16.1	11.5	11.2	13.2
6 - 10	21.6	28.7	30.2	26.0	27.8
11 - 15	20.0	10.9	11.5	13.6	12.1
16 - 20	10.0	7.8	9.4	8.0	8.2
21 - 25	4.6	5.2	9.4	8.8	7.5
26 - 30	6.9	6.1	8.3	8.4	7.5
31 - 35	4.6	5.7	4.1	4.8	5.0
36 - 40	0.8	1.7	0.0	4.0	2.4
Over 40	1.5	1.3	0.0	1.6	1.2
No response	0.8	1.7	1.0	0.4	1.0
Total	100.0	100.0	100.0	100.0	100.0

II - Table D-3: YEARS AS FULL TIME STAFF MEMBER AT PRESENT INSTITUTION

Years	Staff Member in				
	Junior Colleges (N=130)	Private * Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
1- 2	17.7	19.1	31.3	20.0	21.5
3- 5	15.4	20.4	15.6	13.6	16.7
6-10	21.5	24.8	17.7	27.6	24.8
11-15	18.5	11.3	15.6	11.6	12.1
16-20	8.5	6.1	4.2	5.6	5.6
21-25	3.8	4.4	4.2	6.8	5.4
26-30	9.2	5.2	7.3	6.8	6.2
31-35	2.3	3.9	3.1	3.2	3.5
36-40	0.8	0.9	0.0	2.8	1.6
Over 40	0.0	0.4	0.0	1.2	0.7
None	0.8	0.0	0.0	0.0	0.0
No response	1.5	3.5	1.0	0.8	1.9
Total	100.0	100.0	100.0	100.0	100.0

Appendix III

PRESENT POSITION

III - Table A: REASONS FOR SELECTING PRESENT TYPE OF INSTITUTION

Reasons	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Reasons Connected With Type of Institution					
Religious reasons	12.3	21.7	0.0	0.0	8.7
Assigned	0.8	16.9	0.0	0.0	6.8
Background	7.7	6.9	11.5	4.8	6.8
Liked type of school	6.9	22.2	4.2	4.8	11.6
Contact with students	7.7	7.4	2.1	0.4	3.5
Age and type of students	14.6	5.7	4.2	6.8	5.9
Type of associates	0.8	4.8	3.1	2.8	3.6
General atmosphere	1.5	8.3	5.2	8.8	8.0
Freedom and independence	3.8	3.9	5.2	3.2	3.8
Other	3.1	2.6	3.1	2.4	2.6
Nothing checked regarding type of institution	45.4	22.2	61.4	62.8	46.4
No response	3.1	2.2	3.1	5.6	3.8
Total[a]	107.7	124.8	103.1	102.4	111.5
Reasons Pertaining to Job Itself					
Position available	35.4	14.8	24.0	20.0	18.6
Salary	14.6	1.7	27.1	6.0	7.8
Growth opportunities	6.9	0.9	6.3	9.2	5.4
Field of choice	8.5	10.4	34.4	24.8	20.7
Research opportunities	0.8	0.9	0.0	17.6	8.0
Location	10.7	10.0	11.5	6.4	8.7
Stimulating job	3.1	2.6	3.1	3.6	3.1
Working conditions	3.8	2.6	1.0	4.8	3.3
Reputation of school	3.1	3.0	2.1	17.6	9.2
Other	3.1	3.0	3.1	3.2	3.1
Nothing checked regarding type of job itself	23.1	54.4	13.5	11.2	28.8
No response	3.1	2.2	3.1	5.6	3.8
Total[a]	116.2	106.5	129.2	130.0	120.5

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

III - Table B: TEACHING LOAD DURING PRECEDING ACADEMIC TERM

Teaching Load	Staff Members in Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Credit Hours					
0	0.8	1.3	1.0	0.8	1.0
1	0.8	0.0	0.0	1.2	0.5
2- 4	4.6	12.6	2.1	19.2	13.7
5- 7	9.2	11.3	3.1	25.6	16.2
8-10	12.3	13.9	11.5	28.8	20.0
11-13	19.2	31.8	19.8	14.4	22.2
14-16	30.8	18.3	45.9	3.6	16.5
17-19	11.5	3.9	8.3	0.4	3.1
20-22	6.9	0.4	3.1	0.0	0.7
23 and above	0.8	1.7	2.1	1.2	1.6
No response	3.1	4.8	3.1	4.8	4.5
Total	100.0	100.0	100.0	100.0	100.0
Class Contact Hours					
0	0.0	0.0	0.0	0.4	0.2
1	0.0	0.0	0.0	0.4	0.2
2- 4	3.1	4.8	1.0	11.2	6.9
5- 7	9.2	4.8	3.1	16.8	9.7
8-10	4.6	9.6	8.3	26.8	16.9
11-13	6.9	24.3	9.4	15.6	18.1
14-16	19.2	18.2	33.3	9.2	16.8
17-19	19.2	10.9	14.6	4.8	8.8
20-22	13.9	9.6	13.6	4.4	8.0
23 and above	20.8	8.7	12.5	5.6	8.0
No response	3.1	9.1	4.2	4.8	6.4
Total	100.0	100.0	100.0	100.0	100.0

III - Table C-1: CURRENT DISTRIBUTION OF TIME AMONG PROFESSIONAL FUNCTIONS

Functions and Per Cent Time Spent	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Teaching Activities					
0 per cent	0.0	1.3	0.0	0.8	0.9
1- 4	0.0	0.4	0.0	0.8	0.5
5- 9	0.0	0.9	3.1	1.2	1.4
10-19	1.6	1.7	0.0	4.4	2.6
20-39	10.8	10.4	5.2	23.2	15.1
40-59	10.0	22.2	19.8	26.0	23.4
60-79	33.8	36.5	36.5	25.6	31.8
80-89	21.5	14.4	16.7	9.6	12.7
90-94	11.5	6.1	12.5	5.6	6.9
95-99	3.8	1.3	1.0	1.6	1.4
100	1.6	2.6	2.1	0.8	1.7
No response	5.4	2.2	3.1	0.4	1.6
Total	100.0	100.0	100.0	100.0	100.0
Counseling					
0 per cent	7.7	10.9	9.4	16.0	12.8
1- 4	16.2	10.0	9.4	10.8	10.2
5- 9	29.2	25.6	20.8	27.6	25.7
10-19	28.5	34.3	36.5	30.4	33.0
20-39	9.2	15.2	16.7	13.2	14.6
40-59	2.3	0.9	3.1	1.2	1.4
60-79	0.0	0.9	1.0	0.4	0.7
80-89	0.0	0.0	0.0	0.0	0.0
90-94	0.0	0.0	0.0	0.4	0.2
95-99	0.0	0.0	0.0	0.0	0.0
100	0.0	0.0	0.0	0.0	0.0
No response	6.9	2.2	3.1	0.0	1.4
Total	100.0	100.0	100.0	100.0	100.0
Other Services to Student Groups					
0 per cent	23.1	32.2	25.0	62.8	44.2
1- 4	16.9	14.8	25.0	13.2	15.8
5- 9	30.8	24.8	22.9	15.6	20.5
10-19	15.4	13.9	13.6	5.6	10.2
20-39	3.8	9.6	8.3	1.6	5.9
40-59	2.3	1.3	2.1	1.2	1.4
60-79	0.8	0.4	0.0	0.0	0.2
80-89	0.0	0.4	0.0	0.0	0.2
90-94	0.0	0.4	0.0	0.0	0.2
95-99	0.0	0.0	0.0	0.0	0.0
100	0.0	0.0	0.0	0.0	0.0
No response	6.9	2.2	3.1	0.0	1.4
Total	100.0	100.0	100.0	100.0	100.0

III - Table C-1 (Cont):

Functions and Per Cent Time Spent	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Research and Scholarly Writing					
0 per cent	69.2	52.6	62.5	28.0	43.6
1- 4	7.7	9.1	11.5	4.4	7.5
5- 9	10.0	15.2	14.6	12.0	13.7
10-19	3.9	12.2	7.3	22.4	15.8
20-39	2.3	6.5	1.0	18.8	10.9
40-59	0.0	2.2	0.0	10.8	5.5
60-79	0.0	0.0	0.0	3.2	1.4
80-89	0.0	0.0	0.0	0.0	0.0
90-94	0.0	0.0	0.0	0.4	0.2
95-99	0.0	0.0	0.0	0.0	0.0
100	0.0	0.0	0.0	0.0	0.0
No response	6.9	2.2	3.1	0.0	1.4
Total	100.0	100.0	100.0	100.0	100.0
Committees and Administrative Duties					
0 per cent	13.1	20.5	17.7	19.2	19.4
1- 4	13.1	13.0	16.7	10.4	12.5
5- 9	26.9	17.4	24.0	21.2	20.1
10-19	26.9	26.5	24.0	22.4	24.3
20-39	9.2	12.6	7.3	14.4	12.5
40-59	3.1	4.3	5.2	7.6	5.9
60-79	0.8	2.6	1.0	4.4	3.2
80-89	0.0	0.9	1.0	0.4	0.7
90-94	0.0	0.0	0.0	0.0	0.0
95-99	0.0	0.0	0.0	0.0	0.0
100	0.0	0.0	0.0	0.0	0.0
No response	6.9	2.2	3.1	0.0	1.4
Total	100.0	100.0	100.0	100.0	100.0
Off-Campus Services					
0 per cent	35.4	42.6	32.3	31.6	36.1
1- 4	21.5	14.8	30.2	15.6	17.7
5- 9	21.5	25.7	20.9	24.4	24.3
10-19	10.8	10.0	12.5	19.2	14.4
20-39	2.3	4.3	1.0	6.8	4.8
40-59	0.0	0.4	0.0	0.8	0.5
60-79	0.8	0.0	0.0	0.8	0.4
80-89	0.0	0.0	0.0	0.0	0.0
90-94	0.0	0.0	0.0	0.4	0.2
95-99	0.0	0.0	0.0	0.4	0.2
100	0.8	0.0	0.0	0.0	0.0
No response	6.9	2.2	3.1	0.0	1.4
Total	100.0	100.0	100.0	100.0	100.0

III - Table C-2: DESIRED CHANGES IN DISTRIBUTION OF TIME AMONG PROFESSIONAL FUNCTIONS

Functions	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Would Like to Devote MORE Time To					
Teaching	30.8	24.4	25.0	19.2	22.2
Counseling	21.5	21.7	20.9	6.4	14.9
Other student services	6.9	6.1	3.1	1.6	3.7
Research and writing	33.0	59.2	57.3	65.6	61.6
Committee and administrative	5.4	3.0	5.2	3.2	3.5
Off campus service	10.0	6.5	24.0	6.0	9.2
No change	17.7	10.9	13.5	19.2	14.9
No response	8.5	4.3	1.0	4.0	3.7
Total[a]	133.8	136.1	150.0	125.2	133.7
Would Like to Devote LESS Time To					
Teaching	17.7	11.3	20.8	15.2	14.6
Counseling	3.0	8.3	9.4	8.0	8.3
Other student services	10.0	6.1	8.3	4.4	5.7
Research and writing	0.0	1.3	0.0	0.4	0.7
Committee and administrative	36.2	37.4	29.2	33.2	34.2
Off campus service	7.7	5.2	6.3	10.0	7.5
No change	17.7	10.9	13.5	18.8	14.8
No response	17.7	30.8	26.0	25.2	27.6
Total[a]	110.0	111.3	113.5	115.2	113.4

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

III - Table D: PRESENT ACADEMIC RANK AND TEACHING FIELD

Rank and Teaching Field	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Present Academic Rank					
Professor	0.0	27.8	20.8	32.8	28.8
Associate professor	4.6	18.7	29.2	22.4	22.0
Assistant professor	3.9	32.2	24.0	25.6	28.0
Instructor	91.5	21.3	26.0	19.2	21.2
Total	100.0	100.0	100.0	100.0	100.0
Subject Field					
Humanities, arts, literature speech and rhetoric	23.8	30.9	18.8	17.2	22.9
Social science	16.2	13.9	15.6	10.8	12.9
Biological science	9.2	4.8	1.0	1.6	2.8
Physical science and math	23.1	11.3	10.4	22.4	16.0
Education	4.6	13.9	40.6	10.4	16.9
Religion and philosophy	2.3	9.6	0.0	0.0	3.8
Law	—	—	—	5.6	2.4
Business and economics	—	—	—	2.8	1.2
Medical science	—	—	—	11.6	5.0
Agriculture	—	—	—	14.4	6.2
Miscellaneous	20.8	15.6	13.6	3.2	9.9
Total	100.0	100.0	100.0	100.0	100.0

Appendix IV

PERSONAL INFORMATION

IV: Table A: AGE, SEX, AND MARITAL STATUS OF MINNESOTA COLLEGE TEACHERS

Age, Sex, and Marital Status	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Age					
Under 25 years	1.5	1.3	0.0	0.0	0.5
25 - 34	22.3	23.9	19.8	22.8	22.7
35 - 49	36.9	42.6	46.9	46.8	45.2
50 - 64	33.9	27.4	30.2	25.6	27.1
65 or over	4.6	3.9	3.1	4.4	4.0
No response	0.8	0.9	0.0	0.4	0.5
Total	100.0	100.0	100.0	100.0	100.0
Sex					
Male	70.0	62.6	69.8	82.8	72.6
Female	30.0	37.4	30.2	17.2	27.4
Total	100.0	100.0	100.0	100.0	100.0
Marital Status					
Single	20.0	40.0	25.0	15.6	26.9
Married	69.2	51.3	65.6	65.2	59.7
Widowed	9.2	5.7	9.4	16.4	10.9
Separated, Divorced	0.8	2.6	0.0	2.8	2.3
No response	0.8	0.4	0.0	0.0	0.2
Total	100.0	100.0	100.0	100.0	100.0

IV - Table B: BIRTHPLACE OF MINNESOTA COLLEGE TEACHERS

Birthplace	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
United States					
Minnesota	44.6	38.3	25.0	24.8	30.2
East North Central	23.1	20.9	30.2	23.6	23.7
West North Central	17.7	14.8	28.1	15.2	17.2
Northeast	4.6	6.5	5.2	14.8	9.9
South	2.3	3.0	4.2	7.2	5.0
West	2.3	4.3	3.1	4.8	4.3
Subtotal (USA)	94.6	87.8	95.8	90.4	90.3
Foreign					
North and West Europe	1.5	5.2	1.1	2.4	3.3
South and East Europe	2.3	2.6	1.1	1.6	1.9
Asia	0.0	0.5	1.0	0.8	0.7
Canada	0.8	2.6	0.0	3.6	2.6
Other	0.0	1.3	1.0	1.2	1.2
Subtotal (Foreign)	4.6	12.2	4.2	9.6	9.7
No response	0.8	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0

IV - Table C: OCCUPATIONS OF PARENTS OF MINNESOTA COLLEGE TEACHERS

Occupations	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Father's Occupation					
Unskilled and semi-skilled labor	13.1	10.0	14.6	9.2	10.4
Skilled trade and farmers	43.2	30.9	40.6	29.2	31.8
Clerical and sales	9.2	10.9	6.3	11.2	10.2
Managerial (own business)	12.3	20.5	13.5	20.0	19.1
Professions (excluding teaching and ministry)	3.8	7.8	7.3	14.4	10.6
Ministry	6.9	8.3	8.3	2.8	5.9
Teaching (elementary and high school)	2.3	1.7	4.2	3.6	3.0
Teaching (college)	2.3	1.7	2.1	4.0	2.8
Other	3.8	6.5	1.0	3.6	4.3
No response	3.1	1.7	2.1	2.0	1.9
Total	100.0	100.0	100.0	100.0	100.0
Mother's Occupation					
Unskilled and semi-skilled labor	2.3	1.3	2.1	0.0	0.8
Skilled trades and farmers	3.8	3.9	1.0	2.4	2.8
Clerical and sales	1.5	0.0	4.2	2.4	1.7
Managerial (own business)	0.8	1.3	0.0	2.0	1.4
Professions (excluding teaching and ministry)	0.8	1.7	3.1	0.8	1.6
Ministry	0.0	1.3	2.1	0.4	1.0
Teaching (elementary and high school)	8.5	11.4	7.3	15.2	12.3
Teaching (college)	0.0	0.4	0.0	0.4	0.4
Housewife	70.7	67.0	69.8	66.4	67.2
Other	3.1	3.9	1.0	2.0	2.6
No response	8.5	7.8	9.4	8.0	8.2
Total	100.0	100.0	100.0	100.0	100.0

IV - Table D: EDUCATION OF PARENTS OF MINNESOTA COLLEGE TEACHERS

Educational Level	Staff Members in				
	Junior College (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Father's Education					
Some elementary	15.4	11.3	15.6	9.2	11.1
Finished elementary	33.1	30.0	22.9	26.4	27.3
Some high school (did not graduate)	10.0	5.7	12.5	3.6	5.9
High school graduate	10.8	14.3	11.4	18.8	15.8
Trade and special	6.1	6.5	5.2	6.8	6.4
Some college (no degree)	7.7	9.1	6.3	8.0	8.2
Bachelor's degree	2.3	6.5	4.2	7.6	6.6
Professional degree	6.9	6.5	9.4	8.0	7.6
Master's degree	1.5	2.2	3.1	2.4	2.4
Ph.D.	0.8	1.8	3.1	1.6	1.9
None	0.8	0.9	0.0	1.6	1.0
No response	4.6	5.2	6.3	6.0	5.8
Total	100.0	100.0	100.0	100.0	100.0
Mother's Education					
Some elementary	15.4	7.4	11.5	7.6	8.2
Finished elementary	33.8	32.2	21.9	27.2	28.3
Some high school (did not graduate)	7.7	6.1	12.5	3.6	6.1
High school graduate	20.8	25.6	19.8	24.8	24.3
Trade and special	6.9	8.3	8.3	8.0	8.2
Some college (no degree)	8.5	6.1	15.6	12.0	10.2
Bachelor's degree	0.0	6.5	5.2	8.8	7.3
Professional degree	0.0	0.4	0.0	0.0	0.2
Master's degree	0.0	2.6	0.0	0.4	1.2
Ph.D.	0.0	0.0	0.0	0.0	0.0
None	0.8	2.2	0.0	0.8	1.2
No response	6.1	2.6	5.2	6.8	4.8
Total	100.0	100.0	100.0	100.0	100.0

Appendix V

APPRAISAL OF COLLEGE TEACHING AS A CAREER

V - Table A: CHIEF SATISFACTIONS DERIVED FROM A COLLEGE TEACHING CAREER

Types of Satisfaction	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Nature of the Work					
Work with college age people	33.1	30.4	31.3	30.4	30.6
Help young people	16.2	17.0	13.6	15.2	15.6
Observe growth and success	25.4	26.1	24.0	14.8	20.8
Help students grow	3.1	1.7	1.0	1.6	1.5
Work and study in own field	21.5	18.3	17.7	19.2	18.6
Transmit knowledge	6.2	8.3	7.3	9.6	8.7
Influence young people	9.2	9.1	5.2	3.6	6.1
Like to teach	1.5	7.4	3.1	8.4	7.1
Variety of work	0.8	0.4	1.0	2.8	1.6
Others	2.3	1.7	3.1	3.2	2.6
No reason in this category	14.6	16.1	25.0	20.0	19.3
No response	2.3	1.3	1.0	2.8	1.9
Total[a]	136.2	137.8	133.3	131.6	134.4
Working Conditions					
Good students	22.3	13.0	20.8	7.2	11.8
Colleagues and associates	13.8	19.6	33.3	26.8	25.0
Intellectual stimulation	26.9	31.3	25.0	28.0	28.8
Opportunity for research	0.8	2.2	3.1	16.8	8.7
Opportunity to attend professional meetings	0.0	0.0	1.1	2.0	1.0
Academic environment	1.5	6.1	8.3	7.6	7.1
Freedom, independence	15.4	10.9	16.7	22.0	16.7
Vocational travel	0.8	3.5	5.2	1.6	2.9
Working conditions in general	1.5	1.7	4.2	0.4	1.6
Others	0.8	2.2	2.1	1.6	1.9
No reasons in this category	37.7	32.6	22.9	20.8	25.9
No response	2.3	1.3	1.1	2.8	1.9
Total[a]	123.8	124.4	143.8	137.6	133.3
Appreciations and Rewards					
Security	1.5	2.2	1.0	0.8	1.4
Prestige	4.6	2.2	4.2	5.4	4.3
Social usefulness	8.5	10.9	7.3	7.6	8.8
Student appreciations	3.8	3.5	3.1	2.4	3.0
Recognition by administration	0.0	0.4	0.0	0.4	0.4
Personal satisfaction	7.7	4.8	5.2	4.0	4.5
Others	0.8	0.0	0.0	0.0	0.0
No reasons in this category	73.1	76.1	78.1	77.6	77.1
No response	2.3	1.3	1.1	2.8	1.9
Total[a]	102.3	101.3	100.0	102.0	101.4

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

V - Table B: MAIN DISSATISFACTIONS WITH COLLEGE TEACHING AS A CAREER

Types of Dissatisfactions	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Demands of the Work					
Work outside teaching	14.6	6.9	7.3	6.0	6.6
Committee work	5.4	6.1	6.3	3.2	4.9
Administration, red tape, routine	9.2	7.0	20.8	18.8	14.4
No opportunity for research	2.3	4.8	6.2	5.2	5.2
No time for study	4.6	8.3	6.2	3.2	5.7
Too heavy class load	9.2	4.3	12.5	3.6	5.4
Too long hours	6.2	4.8	4.2	7.2	5.7
Preparations	6.9	3.5	2.1	2.8	3.0
Demands of work in general	0.8	0.8	4.2	2.4	2.1
Others	4.6	2.6	1.0	3.2	2.6
No reasons in this category	43.9	55.2	43.8	50.0	51.0
No response	8.5	8.7	3.1	7.6	7.3
Total[a]	116.2	113.0	117.7	113.2	113.9
Working Conditions					
Poor students	14.6	15.2	9.4	10.0	12.0
Poor faculty attitudes	1.5	0.9	2.1	1.2	1.2
Narrow interests of colleagues	3.1	6.1	5.2	4.0	5.0
Poor facilities	3.9	3.9	9.4	4.0	4.9
No opportunity to attend professional meetings	0.0	0.0	3.1	1.2	1.0
Classes too large	0.8	2.2	5.2	2.8	3.0
Poor intra-faculty relations	2.3	4.4	6.2	1.6	3.5
No policy making by faculty	3.8	4.3	9.4	2.4	4.3
Others	3.8	4.3	7.3	5.2	5.2
No reasons in this category	66.2	56.5	53.1	64.0	59.2
No response	8.5	8.7	3.1	7.6	7.3
Total[a]	108.5	106.5	113.5	104.0	106.6
Rewards, Appreciations					
Poor salary	43.9	40.9	54.1	50.4	47.2
Low status of profession	3.1	1.3	0.0	3.2	1.9
Can't evaluate one's work	0.8	0.4	0.0	1.6	0.9
No student appreciation	2.3	0.9	0.0	0.0	0.4
No recognition for good teaching	0.8	0.0	1.0	2.4	1.2
No appreciation for individual contributions	1.5	1.3	6.2	0.8	1.9
Emphasis on degree - not good work	1.5	0.9	4.2	1.6	1.7
Stress on research too great	0.0	0.0	0.0	2.4	1.0
Slow promotions	1.5	0.0	1.0	3.2	1.6
Others	3.8	1.7	2.1	1.6	1.7
No reasons in this category	41.5	46.9	37.5	36.8	41.0
No response	8.5	8.7	3.1	7.6	7.3
Total[a]	109.2	103.0	109.4	111.6	107.8

[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

V - Table C: PRESENT ATTITUDES TOWARD COLLEGE TEACHING AS A CAREER

Attitude	Staff Members in Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Very dissatisfied	4.6	0.4	1.0	0.4	0.5
Dissatisfied	2.3	0.9	3.1	4.0	2.6
Indifferent	4.6	2.2	5.2	3.6	3.3
Satisfied	55.4	40.0	40.6	45.2	42.4
Very satisfied	30.8	55.6	49.0	45.6	50.2
No response	2.3	0.9	1.1	1.2	1.0
Total	100.0	100.0	100.0	100.0	100.0

V - Table D: READINESS TO REAFFIRM VOCATIONAL CHOICE

Choice	Staff Members in Junior Colleges (N=130)	Private & Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total of 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Yes	69.2	86.9	82.3	80.0	83.2
No	13.8	3.5	10.4	5.2	5.4
Uncertain	16.2	8.3	7.3	13.6	10.4
No response	0.8	1.3	0.0	1.2	1.0
Total	100.0	100.0	100.0	100.0	100.0

V - Table E-1: MEASURES RECOMMENDED TO RECRUIT NEW COLLEGE TEACHERS

Recommended Measures	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Recruitment, Preparation, Publicity					
Publicity program	8.5	5.6	5.2	4.0	4.9
Provide information regarding advantages of academic life	13.1	18.7	14.6	14.4	16.1
Guidance and counseling	12.3	18.3	15.6	6.8	12.8
Teacher selling career to students	9.2	6.5	11.5	10.0	8.8
More respect for profession from teachers	4.6	3.5	4.2	2.0	3.0
Scholarships, financial aid	16.2	24.8	20.8	15.5	20.0
Pre-service training opportunities	4.6	4.3	7.3	3.2	4.3
Other recommendations in this area	5.4	8.7	6.2	2.4	5.6
No recommendations in this area	40.0	33.5	42.7	50.8	42.5
No response	9.2	7.0	5.2	4.4	5.6
Total^a	123.1	130.9	133.3	113.2	123.6
Program Adjustments					
Improve student selection	3.1	1.7	2.1	4.0	2.8
Better teaching assignment	3.1	0.0	2.1	1.6	1.0
Raise quality of college teaching	3.8	3.0	3.1	4.0	3.5
Offer better professional courses	3.8	0.0	0.0	0.8	0.3
Reduce work loads	8.5	10.4	12.5	6.8	9.2
More help for research	4.6	5.7	3.1	10.4	7.3
More clerical and other help	3.1	0.4	2.1	4.0	2.3
Improve general working conditions	2.3	2.2	7.3	3.2	3.5
Provide stimulating atmosphere	1.5	2.2	3.1	4.8	3.5
Other recommendations in this area	3.1	4.8	4.2	3.2	4.0
No recommendations in this area	57.7	67.8	62.5	59.2	63.2
No response	9.2	7.0	5.2	4.4	5.6
Total^a	103.8	105.2	107.3	106.4	106.1

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

V - Table E-1 Cont: MEASURES RECOMMENDED TO RECRUIT NEW COLLEGE TEACHERS

Recommended Measures	Staff Members in Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Rewards					
Increase salaries	54.6	50.0	58.3	69.2	59.7
More prestige	7.7	2.2	7.3	7.6	5.4
More recognition for good teaching	6.2	3.9	2.1	2.8	3.1
Security, retirement, tenure	3.1	4.3	3.1	5.2	4.5
Fringe benefits	2.3	5.2	4.2	3.2	4.2
More leaves for study	0.8	2.6	0.0	2.4	2.1
Less emphasis on degree in hiring	2.3	1.7	1.0	1.6	1.6
Other recommendations in this area	1.5	2.2	4.2	6.4	4.3
No recommendations in this area	27.7	37.0	31.3	20.0	28.6
No response	9.2	7.0	5.2	4.4	5.6
Total[a]	115.4	116.1	116.7	122.8	119.1

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

V - Table E-2: MEASURES RECOMMENDED TO RETAIN QUALIFIED FACULTY MEMBERS

Types of Recommendations	Staff Members in Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Administration-Faculty Relations					
More cooperative or competent administration	0.8	3.9	5.2	2.8	3.7
More policy making for faculty	0.8	8.7	11.5	5.6	7.3
Less administrative red tape	0.8	0.4	0.0	1.2	0.7
Better communication	2.3	7.8	9.4	2.4	5.7
Better definition of faculty functions	0.0	2.2	1.0	0.0	1.0
Decrease politics in decision making	0.0	0.5	2.1	1.2	1.0
Better program for in-service growth	0.8	2.6	1.0	1.2	1.7
Encourage new ideas	2.3	2.6	2.1	1.6	2.1
Academic freedom	5.4	4.4	3.1	7.6	5.6
Others	1.5	2.2	2.1	0.4	1.4
No recommendation in this category	76.9	62.6	65.6	70.8	66.7
No response	9.2	7.8	4.2	8.8	7.6
Total[a]	100.8	105.7	107.3	103.6	105.0
Program Adjustments					
Better student selection	1.5	3.1	1.0	3.2	2.8
Suitable, interesting assignments	2.3	0.9	6.3	1.2	1.9
More time for study preparation	3.9	7.4	8.3	2.0	5.2
More time for research	3.1	14.8	13.6	12.8	13.7
Better facilities for research and teaching	6.1	4.3	3.1	9.2	6.2
Lighter work loads	16.9	14.8	21.9	14.0	15.6
Fewer class preparations	0.8	5.2	1.0	2.4	3.3
Good working atmosphere	12.3	6.1	13.6	17.2	12.2
Others	3.1	1.3	3.1	1.2	1.6
No recommendations in this category	46.2	45.2	40.6	41.6	42.9
No response	9.2	7.8	4.2	8.8	7.6
Total[a]	105.4	110.9	116.7	113.6	113.0

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

V - Table E-2 Cont: MEASURES RECOMMENDED TO RETAIN QUALIFIED FACULTY MEMBERS

Types of Recommendations	Staff Members in				
	Junior Colleges (N=130)	Private Liberal Arts Colleges (N=230)	State Colleges (N=96)	University of Minnesota (N=250)	Total for 4-Year Inst. (N=576)
	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent
Rewards					
Increase salary	71.6	69.5	75.0	69.6	70.5
Increase prestige	6.9	3.0	5.2	4.4	4.0
Recognize good teaching	9.2	3.5	5.2	9.2	6.3
Better security	7.7	5.2	10.4	6.4	6.6
Fringe benefits	2.3	5.2	5.3	5.6	5.5
Leaves for study	3.8	6.1	2.1	4.8	4.9
Promote on merit	7.7	7.0	11.4	11.2	9.5
More recognition for school achievement	0.8	5.2	2.1	2.4	3.5
Administrative commendation for individual achievement	3.1	7.0	9.4	2.0	5.2
Others	7.7	5.7	8.3	2.4	4.7
No recommendation in this category	9.2	12.2	5.2	6.0	8.3
No response	9.2	7.8	4.2	8.8	7.6
Total[a]	139.2	137.4	144.8	132.8	136.6

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[a] The amount that a total exceeds 100 per cent indicates the extent to which more than one response was checked.

APPENDIX VI:

SUMMARY OF CHI-SQUARE ANALYSES OF SELECTED GROUPS OF MINNESOTA COLLEGE TEACHERS

Listed within are all cross comparisons made on selected groups of teachers in four year colleges in Minnesota. Those comparisons which produced group difference significant at the .01 level or better are marked with an asterisk.

A. Time of Decision to Enter College Teaching - The teachers were divided into two groups for this comparison: those who had decided to enter teaching before receiving the Baccalaureate degree and those who came to this decision after that time. Comparisons were made on the following factors:

1. Present teaching field
2. Major factor influencing choice of career
3. Degrees held
4. Type of baccalaureate institution
* 5. Major field - bachelor's degree
* 6. Major source of financial support at undergraduate level
* 7. Major source of financial support at the graduate level
8. Full-time job other than college teaching since BA (column 42?)
9. Years of full time college teaching
10. Main reasons for choosing to teach in present institution
11. Age
12. Father's occupation
13. Mother's occupation
14. Father's education
15. Mother's education
16. Chief satisfactions derived from college teaching
17. Chief dissatisfactions with college teaching
18. Recommendations to encourage qualified person to enter college teaching
19. Recommendations to retain good faculty members

B. Honors - The two groups compared in this analysis were defined as those who had received degrees with distinction, cum, magna, or summa, or been elected to national honoraries as undergraduates and those who had received no honors. This comparison was made of the following factors:

* 1. Present teaching field
2. Time of decision to enter college teaching
* 3. Major factor influencing choice of career
4. Attitude toward college teaching as a career for self at the time of receiving Bachelors degree
5. Attitude toward college teaching as a career, generally speaking at the time of receiving Bachelors degree
* 6. Degrees held
7. Major field - Master's degree
8. Major field - Doctor's degree
9. Main source of financial support at undergraduate level
10. Full-time job other than college teaching since BA (column 42?)
11. Years of full time college teaching
12. Number of years in present institution
13. Main reasons for choosing to teach in present institution
14. Percentage of time devoted to teaching activities
15. Percentage of time devoted to research and scholarly writing
* 16. Percentage of time devoted to committee and administrative duties
17. Desire to devote more or less time to specified professional activities
18. Age
19. Father's occupation
20. Mother's occupation
21. Father's education
22. Mother's education
23. Chief satisfactions derived from college teaching
24. Chief dissatisfactions derived from college teaching
25. Recommendation to encourage qualified person to enter college teaching
26. Recommendations to retain good faculty members

C. Satisfaction - The teachers were divided into two groups on the basis of stated degree of satisfaction. The first group consisted of those who said they were "very satisfied" and would again choose college teaching. The second group consisted of those who expressed a lesser degree of satisfaction or indicated that they would not again choose this career. Comparisons were made on the following factors:

1. Present type of institution
* 2. Present teaching field
* 3. Time of decision to enter college teaching
4. Major factor influencing choice of career
* 5. Attitude toward college teaching as a career for self at the time of receiving Bachelor's degree
* 6. Attitude toward college teaching as a career, generally speaking at the time of receiving Bachelor's degree
* 7. Degrees held
8. Type of baccalaureate institution
9. Location and type of Master's institution
10. Location and type of Doctoral institution
11. Major field - Master's degree
12. Major field - Doctor's degree
* 13. Undergraduate honors
14. Major source of financial support at graduate level
15. Full-time job other than teaching since BA (column 42?)
16. Years of full time college teaching
17. Number of years in present institution
* 18. Main reasons for choosing to teach in present institution
19. Number of class hours spent with students per week
20. Percentage of time devoted to teaching activities
21. Percentage of time devoted to research and scholarly writing
22. Percentage of time devoted to committee and administrative duties
* 23. Desire to devote more or less time to specified professional activities
24. Marital status
25. Age
26. Birth place
27. Father's occupation
28. Mother's occupation
29. Father's education
30. Mother's education
31. Chief satisfactions derived from college teaching
32. Chief dissatisfactions derived from college teaching
* 33. Recommendation to encourage qualified persons to enter college teaching
34. Recommendations to retain good faculty members

D. Present Teaching field - Comparisons were made between teachers in four selected subject matter fields: Humanities, Social Sciences, Natural Sciences, and Education. Compafisons were made on the following factors:

* 1. Time of decision to enter college teaching
* 2. Career goal upon entering college
* 3. Career goal at time of receiving bachelor's degree
* 4. Career goal at time of receiving highest degree
5. External factors influencing choice of career
6. Internal factors influencing choice of career
7. Major factor influencing choice of career
8. Attitude toward college teaching as a career for self at the time of receiving bachelor's degree
9. Attitude toward college teaching as a career, generally speaking at the time of receiving bachelor's degree
* 10. Degrees held
* 11. Type of baccalaureate institution
12. Sources of financial support at graduate level
* 13. Major source of financial support at graduate level
14. Full time job other than teaching since B. A. (Column 42?)
15. Years of full time college teaching
16. Main reasons for choosing to teach in present institution
17. Number of credit hours taught per week
18. Number of class hours spent with students per week
* 19. Percentage of time devoted to teaching activities
20. Percentage of time devoted to personal and academic counseling
* 21. Percentage of time devoted to other services to student groups
* 22. Percentage of time devoted to research and scholarly writing
23. Percentage of time devoted to committee and administrative duties
24. Percentage of time devoted to off-campus services
25. Desire to devote more or less time to specified professional activities
26. Age
27. Father's occupation
28. Father's education
29. Mother's education
30. Chief satisfactions derived from college teaching
31. Chief dissatisfactions derived from college teaching
* 32. Present attitude toward college teaching as a career
* 33. Attitude toward choosing college teaching again as a career
34. Recommendation to encourage qualified person to enter college teaching
35. Recommendations to retain good faculty members

E. Location of Baccalaureate Institution - The faculty members were divided into five groups on the basis of the geographic location of their undergraduate colleges. The geographic areas were: Minnesota, the West North Central area, the East North Central area, the Northeast, and "other" areas of the United States.[1] Comparisons were made on the following factors:

* 1. Sex
2. Present teaching field
3. Time of decision to enter college teaching
4. Major factor influencing choice of career
5. Attitude toward college teaching as a career for self at the time of receiving Bachelor's degree
6. Attitude toward college teaching as a career, generally speaking at the time of receiving Bachelor's degree

* 7. Degrees held
8. Date of receiving Bachelor's degree
9. Undergraduate honors
10. Major source of financial support at the undergraduate level
11. Major source of financial support at the graduate level

* 12. Main reasons for choosing to teach in present institutions

* 13. Birth place
14. Father's occupation
15. Father's education
16. Mother's education
17. Chief satisfactions derived from college teaching
18. Chief dissatisfactions derived from college teaching

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[1] States in the West North Central Area were North Dakota, South Dakota, Iowa, Kansas, and Nebraska
East North Central States were Missouri, Illinois, Ohio, Wisconsin, Michigan, and Indiana
The Northeast area included all states east of Ohio and north of Pennsylvania and New Jersey
"Other" (a small number) included all other areas.

F. Kind of Baccalaureate Institution - The sample was divided into four groups on the basis of the kind of undergraduate college they had attended: private liberal arts colleges, state colleges, private universities, and public universities. Comparisons were made on the following factors:

* 1. Present type of institution
2. Sex
* 3. Present teaching field
4. Time of decision to enter college teaching
5. Major factor influencing choice of career
6. Attitude toward college teaching as a career for self at the time of receiving Bachelor's degree
7. Attitude toward college teaching as a career, generally speaking at the time of receiving Bachelor's degree
8. Degrees held
9. Location of baccalaureate institution
* 10. Date of receiving Bachelor's degree
11. Undergraduate honors
* 12. Major source of financial support at the undergraduate level
13. Major source of financial support at the graduate level
* 14. Main reasons for choosing to teach in present institution
15. Father's occupation
16. Father's education
17. Mother's education
18. Chief satisfactions derived from college teaching
19. Chief dissatisfactions derived from college teaching

G. Age - The teachers were divided into three groupings with respect to age: those under 35 years of age; those from 35 - 49 years, and those 50 years and over. Comparisons were then made on the following factors:

1. Time of decision to enter college teaching
2. Career goal upon entering college
3. Career goal at time of receiving bachelor's degree
4. Career goal at time of receiving highest degree
5. * Major factor influencing choice of career
6. Attitude toward college teaching as a career for self at the time of receiving Bachelor's degree
7. Attitude toward college teaching as a career, generally speaking at the time of receiving bachelor's degree
8. Undergraduate honors received
9. Major source of financial support at undergraduate level
10. Major source of financial support at graduate level
11. Main reasons for choosing to teach in present type of institution
12. Father's occupation
13. Father's education
14. * Mother's education
15. Chief satisfactions derived from college teaching
16. Chief dissatisfactions with college teaching
17. Present attitude toward college teaching as a career

Appendix VII

QUESTIONNAIRE AND FORMS USED IN THE STUDY
(if copies available)

Directions for Editing the Faculty List Given in Your Current College Catalogue

Since it may be easier to tear out and edit the faculty listing given in the college catalogue than to type a new list, we have devised the following code to indicate changes that may have occurred since the catalogue was issued.

____	(Name crossed out) - Person is no longer a member of your staff
L	(In front of name) - Person is on leave (for any reason) and hence won't be available the rest of this year.
NF	(In front of name) - Not full-time member of staff. (Present study is to be limited to persons who are on full-time appointment).
NT	(In front of name) - Not teaching at college level. This will exclude persons who teach exclusively in elementary or secondary demonstration schools or who give their full time to counseling, library service, research or other related activities. (Teaching responsibilities can range from a single course to a full load, but we do not want to include persons who have no regular classroom or seminar contacts with students.)

In addition, we should like to have you review the information given for every person who qualified for inclusion in this study (namely those full-time members of your academic staff who are in residence this spring term and who teach at least one college course). By securing this information directly from the college, it will be possible to eliminate items from the inventory that might have partially identified respondents, particularly in smaller colleges.

1. Is the sex of the person clear from the name? If the name is one sometimes used for either sex, will you please pencil in an M or F to indicate its proper interpretation.

2. Is the academic rank correct? If the individual has been promoted, please write in his current rank.

3. Is the teaching field given for him substantially correct? Does it represent the area to which he gives the bulk of his time? If some shift has occurred on this point, a note in the margin indicating his current major teaching responsibility would be very helpful.

4. Is the highest degree reported for him correct? If he has recently been awarded an advanced degree, it would be helpful to secure information on this point too. But we suggest that you do not do any special checking on this final point, using only such information as may be readily available in your office, since the inventory will include one item dealing with the individuals academic preparation.

Since some persons have probably joined your staff since the last catalogue was printed, we shall also want to get comparable information for these individuals. You can thereby append a brief handwritten or typed list of the additions to your staff, prepared in the same fashion as your regular catalogue listings.

Please return the edited lists to:

Dr. John E. Stecklein, Director
Bureau of Institutional Research
211 Burton Hall
University of Minnesota
Minneapolis 14, Minnesota

Members of State-Planning Committee for Study of College Teachers:

Sister M. Annette, Dean, College of St. Catherine, St. Paul
Dr. Marvin Holmgren, St. Cloud Teachers College
Dean John J. Neumaier, Hibbing Junior College
Dean Thomas W. Chamberlin, Duluth Branch, University of Minnesota
Dean Orin Lofthus, St. Olaf College, Northfield
Dean Frank R. Kille, Carleton College, Northfield
Horace T. Morse, Dean, General College, University of Minnesota
Dr. Ruth E. Eckert and Dr. John E. Stecklein, Directors of Committee
University of Minnesota

THANK YOU FOR YOUR HELP IN THIS IMPORTANT PROJECT

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

March 29, 1957

To Deans and Department Heads,
University of Minnesota

Dear Colleague:

This letter is to inform you about a study of college and university faculty members which is being conducted by Dr. Ruth E. Eckert and myself under a grant from the U. S. Office of Education. This study, designed to determine factors which influence the choice of college teaching as a career, will involve academic staff members in all of the institutions of higher education in Minnesota.

The project is an outgrowth of a conference on college teaching convened last year by the American Council on Education and the Association for Higher Education to explore realistic ways of meeting the mounting staff shortage in higher education. It was agreed that one study which should be undertaken was a careful analysis of reasons why people choose college teaching as a career and stay in this profession despite serious economic handicaps. This Minnesota study will serve as a pilot run for a later study on a national scale.

To assist us in conducting the study, two advisory committees have been set up--a state-wide committee and a University committee. The members of these committees (see attached sheet) have donated their time in advising us on the conduct of this study. The presidents of all of the colleges in Minnesota have indicated much interest in the project and have already cooperated to the extent of providing us with up-to-date rosters of their faculties.

We are now in the process of establishing the sample (25 per cent) of college and university staff members in Minnesota who will receive our questionnaire. From this form we hope to gather information concerning factors which influenced these people in choosing college teaching as a career, the nature of their educational backgrounds, their appraisal of college teaching as a career, etc. A few of these people will also be asked to provide additional information in an interview. We hope to have the questionnaire ready for distribution by April 15.

We felt that you would be interested in information about this study and would recognize the need for greater information concerning motivational factors of college teachers. We hope that you will encourage your staff members to participate in this study if they receive a questionnaire or if an interview is requested. We will be deeply grateful for whatever assistance you can give us. If you have further questions concerning this study, I will be glad to answer them.

Sincerely yours,

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

April 12, 1957

To the Presidents and Deans of all Minnesota Colleges

Dear Colleagues:

A few weeks ago you provided us with an edited list of the faculty members on your staff for use in the study of factors which motivate people to choose college teaching as a career. I am pleased to state that we received such lists from every accredited college and junior college in Minnesota.

As you know, these lists were requested to assist us in drawing a sample of Minnesota college teachers to whom questionnaires would be sent. A 25 per cent random sample has now been drawn representing all types of Minnesota colleges and subject fields. The questionnaire is now in the hands of the printer and should be ready for distribution about April 22. A copy of this form will be sent to you so that you may have a better idea of the kind of information which we are asking from some of your teaching staff members.

According to our present time schedule, the second phase of our study--personal interviews of a very small sample (about 10 per cent) of the people to whom questionnaires are being sent--will be conducted early in May. These interviews will supplement information gathered by the questionnaire and provide materials for some interesting case studies of motivational factors influencing choice of college teaching. As soon as the interview sample has been drawn, a list of your staff members involved will be sent to you with suggestions as to how we would like to arrange the interviews. No individual or institution will be identified in either the questionnaire or interview studies. All information will be kept in strict confidence.

We will be grateful for anything that you can do to encourage your faculty to participate in this study. If you have any questions or suggestions relating to either phase of the project, we will welcome them. Our sincere thanks for your cooperation and interest.

Sincerely,

John E. Stecklein

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea

BUREAU OF INSTITUTIONAL RESEARCH
211 Burton Hall

You have been selected as part of a carefully chosen sample . . . .

of college teachers representing various subject fields and all types of Minnesota colleges. As a part of this sample, you are asked to cooperate in a study of factors which motivate people to choose college teaching as a career. This study is being conducted by Dr. Ruth E. Eckert and myself under a grant from the U. S. Office of Education. The presidents of all accredited colleges in Minnesota have indicated their interest in this project by supplying us with their faculty lists from which the sample has been drawn.

The enclosed questionnaire has been sent to you with the hope that you will provide us with information concerning your background and training, your present job, your attitudes toward college teaching as a career, and some insight into the forces which motivated you to enter college teaching. Such information is urgently needed by colleges and universities in planning their programs for training college teachers, in recruiting new people to the college teaching field, and in retaining those who are already members of college faculties.

All information provided will be held in strict confidence. The code numbers on the questionnaires will be used only for follow-up of non-respondents. No individual or institution will be identified in any report of results.

It would greatly speed up our study if it would be possible for you to return the completed form within the next week. A stamped, addressed envelope is enclosed for your convenience. We sincerely appreciate your taking time to assist us in this study.

Sincerely yours,

John E. Stecklein

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea
Encl.

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

April 26, 1957

TO: Members of Advisory Committees

SUBJECT: Project "Factors Relating to Choice of College Teaching as a Career"

The questionnaires have just been received from the printers and were distributed late Wednesday afternoon. I am enclosing copies of the questionnaire and covering letter for your files. Copies of the questionnaire and letter are also being sent to the Presidents and Deans of all the institutions.

Responses have already begun to come in and appear to be quite complete and conscientiously done. We are hopeful for a high percentage of returns. You will undoubtedly note that some major changes and deletions had to be made in order to limit the questionnaire to four pages. Insofar as possible we utilized the many constructive suggestions which committee members gave us.

Dr. Eckert and I wish to thank you for your help in the development of the questionnaire, and hope that we may call upon you again for assistance in matters of policy or other problems which may arise. If you have any questions or suggestions, please feel free to call upon me.

Sincerely yours,

John E. Stecklein

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea
Encl.

P.S. If you happen to be among those selected in our sample, you have probably already received a copy of the questionnaire. If you did receive this other copy, we would appreciate it if you would fill it out and return it to us.

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

April 26, 1957

To the Presidents and Deans of all Minnesota Colleges

Dear Colleagues:

In my letter of April 12, 1957, I promised that I would send to you a copy of the letter and questionnaire which has been developed for our "Study of Factors Relating to Choice of College Teaching as a Career". You will find these materials enclosed. Please note that you are not being asked to fill out these forms. They are sent to you only for your reference and information. Approximately one-fourth of your staff should have received these forms by now.

The questionnaires which have been returned so far appear to have been filled out very conscientiously. We are hopeful for a very high percentage of responses and sincerely appreciate your efforts toward this goal.

If you have any questions or suggestions, or if you would like additional copies of the questionnaire, please do not hesitate to write to me.

Sincerely yours,

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea
Encl.

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

May 14, 1957

To the Presidents and Deans of all Minnesota Colleges

Dear Colleagues:

Re: Stecklein-Eckert
College Teacher Study

This letter is to inform you that we have now begun the interview phase of our study. To avoid any further impositions upon the administrative staffs of the colleges, we have decided to contact directly the people to be interviewed. In a few cases such contacts have already been made. Because we are taking a very small random sample of those who received questionnaires, only one to three persons will be interviewed in any given college, and in some colleges no interviews will be made.

The purpose of the interview is to obtain supplementary and more detailed information concerning the factors that influenced each interviewee to go into college teaching. Replies will be anonymous, and no questions will be asked which will reflect upon the individual or the college in which he is now teaching. Every attempt will be made to minimize interference with the teacher's regular activities.

You may be interested to know that as of May 9, 71 per cent of the questionnaires distributed have been returned. Once again, *our thanks for your help in this project.*

Sincerely yours,

John E. Stecklein

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

Have you forgotten something?

A couple of weeks ago we asked you to fill out a questionnaire which would be helpful in our study of factors motivating people to choose college teaching as a career. As we indicated, this study is being conducted under a U. S. Office of Education grant, with the approval of the Presidents of Minnesota Colleges and the assistance of a state-wide and a University advisory committee. According to our records, your questionnaire has not yet been received.

Since the people to whom these questionnaires were distributed were determined by taking a random sample of the teaching staffs in the various types of colleges in Minnesota, it is extremely important that replies be received from each person in the sample. If replies are not received from individuals in a particular type of college, the reactions and opinions of staff members in that institution will not be adequately represented in our conclusions. In order to ensure an accurate picture of the viewpoints and motivations of Minnesota college teachers, we urge you to complete your questionnaire and return it as soon as possible.

In case you have mislaid the questionnaire, we are enclosing another copy of the form and a self-addressed envelope for your convenience in replying. We thank you very much for your help.

Sincerely yours,

John E. Stecklein

John E. Stecklein, Director
Bureau of Institutional Research

JES/ea
Encl. 2

UNIVERSITY OF MINNESOTA
Minneapolis 14

211 Burton Hall

June 3, 1957

Every questionnaire counts . . . .
Yes, even though 90 per cent of your college teaching colleagues have returned their completed questionnaires concerning motivations for going into college teaching, we are still interested in receiving your questionnaire. Won't you please help us reach a 100 per cent return in this pioneer study?

In case you have mislaid or destroyed the previous form sent to you, another copy of the questionnaire and a stamped, self-addressed envelope are enclosed for your convenience. We hope to hear from you soon.

Cordially yours,

John E. Stecklein

John E. Stecklein, Director
Bureau of Institutional Research

JES/ws
Encl. 2

P.S. If, for some reason you have decided that you definitely do not wish to participate in our study, we would greatly appreciate it if you would return the blank form with a note indicating your reason for not participating. Such information will be useful to the Bureau of Institutional Research in its conduct of questionnaire studies.

JES

STUDY OF FACTORS RELATING TO CHOICE OF COLLEGE TEACHING

College enrollments are already beginning to skyrocket. Information is urgently needed which will be helpful in recruiting and training additional college teachers to help meet these rising enrollments. This questionnaire has been designed to find out how you came to enter college teaching, the nature of your background and training, your present job responsibilities, and your attitudes toward college teaching as a career. Since you are part of a limited sample, we urge you to reply as faithfully and accurately as you possibly can to help us obtain a better picture of college teachers in Minnesota. We sincerely appreciate your giving us your time to help in this study.

I. CHOICE OF CAREER

A. When did you first think seriously about college teaching as a career? Please check (√) below.

_____^{1} in elementary or junior high school
_____^{2} in senior high school
_____^{3} between high school and college
_____^{4} during first two years of college
_____^{5} during last two years of college
(8)

_____^{6} between college and graduate school
_____^{7} during first half of graduate study
_____^{8} during last half of graduate study
_____^{9} after receiving highest degree
_____^{0} other (please specify)_____________________
(9)

B. What was your career goal at each of the following points in your life? (Please specify, if possible, your precise goal, e.g., "teaching high school math," "chemical research," etc.)

When you entered college?_______________________________________ (10)____
When you received your Bachelor's degree (or equivalent)_________________ (11)____
When you received your highest degree_______________________________ (12)____

C. How did you become interested in college teaching? (a) Please check (√) the factors in the lists below that influenced your choice of career.

External Factors

_____^{1} High school staff member suggested it.
_____^{2} College teacher recommended it.
_____^{3} College administrator or counselor encouraged me.
_____^{4} Parent, friend, or relative favored this choice.
_____^{5} Graduate fellowship or assistantship was offered me.
_____^{6} College teaching job was offered although I hadn't sought one.
_____^{7} G.I. benefits enabled me to take advanced work.
_____^{8} Armed forces training led me into field.
_____^{9} Husband (wife) was, or planned to be, a college teacher.
_____^{X} Just "drifted" into college teaching.
_____^{0} Other _____________________________
(13)

Internal Factors

_____^{1} Became so interested in subject I wanted to continue its study.
_____^{2} Desired to work with college-age students.
_____^{3} Wanted a job with security and prestige.
_____^{4} Felt I could contribute more to my field by teaching in college.
_____^{5} Wanted an opportunity to pursue research activities in my field.
_____^{6} Felt I could make the greatest contribution to society in this area.
_____^{7} Liked working conditions (flexible schedule, vacations, relative independence, etc.)
_____^{8} Wanted to be a part of the college academic and social life.
_____^{9} Desired to emulate a certain college professor.
_____^{X} Thought it would offer more intellectual challenge than other careers.
_____^{0} Other _____________________________
(14)

(b) Please double-check (√√) the *one factor* among the 20 listed above which you feel had the *greatest influence* on your choice. (15-16)____

PLEASE TURN THE PAGE

D. How did you regard college teaching as a career at the time you received your baccalaureate degree? Please check the appropriate space in each column below.

	As a career for myself	As a career generally speaking
Highly attractive	_____1	_____1
Attractive	_____2	_____2
Had no opinion	_____3	_____3
Unattractive	_____4	_____4
Highly unattractive	_____5	_____5
	(17)	(18)

E. Did you feel your parents had a definite vocational goal for you when you entered college?
Yes_____1 No_____2 Don't recall_____3 If yes, what was this goal__________________________________ (20)_____
(19)

II. PREPARATION FOR CAREER

A. Please provide the information requested below concerning your undergraduate and graduate education. List all colleges attended. If no degree was conferred, write "none" in the space under the column headed "degree conferred."

Name and location of college or university attended	Undergraduate Study			Master's Program			Doctoral Program		
	Major Field	Degree Conferred	Year Conferred	Major Field	Degree	Year Conferred	Major Field	Degree	Year Conferred

(21)_____
(22)_____
(23)_____
(24)_____
(25)_____
(26)_____
(27)_____
(28)_____
(29)_____
(30)_____
(31)_____
(32)_____
(33)_____
(34)_____
(35)_____
(36)_____

Advanced study not aimed at a degree:

B. Did you graduate from college with any type of academic distinction? Yes_____1 No_____2
If yes, please specify honors received____ (37)_____

C. Which of the following means of support did you use to finance your undergraduate and graduate study?
(a) Check the appropriate space or spaces in each column.

Undergraduate	Graduate	
_____1	_____1	Parents' financial assistance
_____2	_____2	Personal savings
_____3	_____3	Borrowed funds
_____4	_____4	G.I. benefits
_____5	_____5	Wife's (or husband's) earnings
_____6	_____6	Scholarship or fellowship
_____7	_____7	Assistantship
_____8	_____8	Instructorship or other staff position
_____9	_____9	Other campus jobs
_____R	_____R	Off-campus jobs
_____0	_____0	Other____________________________
(38)	(39)	

(b) Double check (√√) your *major* source of support at *each* level.
(40)_____
(41)_____

PLEASE GO ON TO THE NEXT PAGE

D. (a) Have you held a *full-time* job in an occupational field other than college teaching since you graduated from college? (Do not include summer appointments.) Yes_____ No_____

If yes, please specify area(s)________________________________ (42)___

(b) Give a descriptive title of your first *full-time* job after receiving your baccalaureate degree________________________________ (43)___

(c) Give a descriptive title of the last *full-time* position you held before joining the staff of your present institution________________________________ (44)___

(d) 1. How many years, including the present one, have you been on the full-time staff of any college or university?__________ (45)___

2. How many of those were spent at your present institution? __________ (46)___

III. PRESENT POSITION

A. List below the one or two *main reasons* why you chose to teach in your present type of institution (i.e., private liberal arts college, teachers college, etc.)

1.________________________________ (47)___

2.________________________________ (48)___

B. What was your teaching load during the fall term of the current academic year in terms of

number of credit hours?__________ (49)___

number of class (or contact) hours?__________ (time actually spent per week in classes, labs., etc.) (50)___

C. (a) What percentage of your total professional activities in the fall term would you estimate was devoted to each of the *following functions*?

1. _______% Teaching activities (including preparation, thesis advising, grading, etc.) (51)___
2. _______% Counseling (personal and academic) (52)___
3. _______% Other services to student groups. (53)___
4. _______% Research and scholarly writing. (54)___
5. _______% Committee and administrative duties. (55)___
6. _______% Off-campus services (professional meetings, community talks, consultant services, etc.) (56)___

100%

(b) To which of the above activities would you prefer to give:

more time? [circle the number(s)] 1 2 3 4 5 6 (57)

less time [circle the number(s)] 1 2 3 4 5 6 (58)

no change desired__________

IV. PERSONAL INFORMATION

A. Marital Status: _____^{1}Single _____^{2}Married _____^{3}Widowed _____^{4}Separated or Divorced (59)

B. No. of children _____(60)

C. Your present age: _____^{1}Under 25 _____^{2}25-34 _____^{3}35-49 _____^{4}50-64 _____^{5}65 or over. (61)

D. Birthplace: _____^{1}Minnesota _____^{2}Other state________________________________
Specify

_____^{3}Foreign country________________________________(62)
Specify

E. Parents' Occupations: (If teacher, specify level.) Father________________________________ (63)___

Mother________________________________ (64)___

F. Parents' Schooling: (highest grade attained) Father________________________________ (65)___

Mother________________________________ (66)___

PLEASE DO NOT FORGET TO GIVE US THE IMPORTANT INFORMATION REQUESTED ON THE NEXT PAGE.

V. APPRAISAL OF COLLEGE TEACHING AS A CAREER

A. What are the two or three chief satisfactions you derive from college teaching?

1. ____________________ ([illegible])___
2. ____________________ ([illegible])___
3. ____________________ ([illegible])___

B. What are your main dissatisfactions with college teaching as a career?

1. ____________________ ([illegible])___
2. ____________________ ([illegible])___
3. ____________________ ([illegible])___

C. Please check the expression below which best describes your present attitude toward college teaching as a career.

( )[1] very dissatisfied ( )[2] dissatisfied ( )[3] indifferent ( )[4] satisfied ( )[5] very satisfied ([illegible])___

D. Do you think you would again choose to work in an educational institution if you could remake your decision?

Yes____[1] No____[2] Uncertain____[3]

If not, what field would you choose?____________________ ([illegible])___

E. What two or three measures would you recommend that colleges and universities take:

(a) to encourage qualified persons to enter college teaching?

1.____________________ ([illegible])___
2.____________________ ([illegible])___
3.____________________ ([illegible])___

(b) to retain good faculty members on college campuses?

1.____________________ ([illegible])___
2.____________________ ([illegible])___
3.____________________ ([illegible])___

F. Any additional comments you may wish to make will be welcomed. Attach extra sheet if necessary.

Your responses to this questionnaire will be treated confidentially, and will be seen by no one but the research staff of the Bureau of Institutional Research. Please return the completed form to the Bureau of Institutional Research, University of Minnesota.

This study, conducted under a research grant from the U. S. Office of Education, is being directed by Dr. John E. Stecklein and Dr. Ruth E. Eckert of the University of Minnesota. Twelve representatives of Minnesota public and private colleges comprise two advisory committees for the project.